

Challenges Faced by English Language Teachers in Fiji: A Case Study of Selected High Schools

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Abstract

The purpose of this paper is to fill the void in the existing literature and investigate the types of challenges faced by the English as Second Language (ESL) teachers in Fiji. The participants of the study were twenty English language teachers, who were purposefully chosen from High Schools within Suva, Fiji. The study implements mixed method design with the intention of incorporating qualitative and quantitative research methods in the data collection and analysis. Hutter-Hennink qualitative research cycle is used, and data is collated using semi-structured interviews, which uses a mixture of both open and closed-ended questions. Further, the paper conducts quantitative technique using a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) to gather the finer points of the challenges faced by English Language teachers teaching in Fijian schools. More so, this research will apply the Communicative Language Teaching Theory (CLTT), as the communicative competency of the high school students are developed in second language. The findings of the research revealed massive challenges, together with repertoire of solutions the participants suggested to overcome them.

Keywords: First language, second language, ESL teacher, classroom, learners

INTRODUCTION

As the new millennium begins, scholars say that about one-fourth of the world's population can communicate to some degree in English. English is spoken as a second or foreign language by an estimated 950 million people worldwide. This is in addition to the 427 million native speakers of English (Mydans, 2007). English language is a global and international language, which is widely used throughout the world.

Following the demands of the 21st century to transform society through education, the Ministry of Education has articulated its vision 'quality education for peace, change and progress' (2013:1) at the National Level, thus reforming education for quality, equity, accessibility, and efficiency in the delivery of education. Among the areas of special prioritized action, the focus is on the Teacher delivery. There is no denial that to teach is

a life-long process of learning. One of the contributing factors for poor teacher delivery was English Language contents of majority of the graduates. The contents of the compulsory English unit that was being taught to graduates at primary and tertiary level (Stolze, 2015). Similarly, another article published in *The Fiji Times* by Qounadovu (2015) reaffirms the need for teaching of English on the Kadavu Island schools as the Kadavu Provincial Council placed emphasis on the having qualified teacher graduates on the island.

On the contrary, McAllister (2009) reflected on the challenges of language teachers. He stressed that techniques, aims and materials that relate to language teaching need to be reformed. The first challenge, according to him, is the teaching of language in a truer and more complete form. The second challenge is the need for trustworthy and thoughtful people to clarify the relevant instructional aims. The final challenge is how to translate aims into real and concrete forms. According to McAllister (2009), these necessitates sweeping changes in the attitudes of people interested in language teaching, having a revolution of classroom presentation, retraining of hundreds of teachers as well as the need for a comprehensive vision to help in the adjustment to the demands of the new world.

Likewise, Lambon (2009) reporting on the challenges facing EFL instruction in the Chadian Republic, asserted that the first challenge that confronts the learning and teaching is the weakness of most educators in teaching language skills, especially among them is the speaking skill, listening and reading. The second challenge concerns the lack of a unified and contextual curriculum as far as Ministry's agenda is concerned. Therefore, teachers of English mostly refer to textbooks in English, which are regarded as abstract and have little to do with the Chadian EFL context. The third challenge has to do with the state of anxiety resulting from conflicts and the state of insecurity and fear from being harmed. Finally, some governmental procedures governing immigration and the unfavourable living conditions represent further challenges.

Moreover, statistics from the Ministry of Education confirms the need for improvement in student performance in English as a low percentage pass rates for English in the year 2014 [63%] and 2015 [64%]. This enabled the Ministry of Education to consider reviewing the contents of the curriculum by the subject matter specialists. As specialists know the best about their subject contents, similarly English language teachers either native or non-native can deliver the best given an opportunity to overcome the challenges in the ESL classrooms. As such, this research will use a mixed method approach to investigate by using close questionnaire the types of challenges faced by the English language high school teachers, solutions for them and how to improve the quality of teaching English to school students.

Additionally, this research will apply the Communicative Language Teaching theory (CLT) as the communicative competency of the High School students is developed in second language (L2). The CLT was a functional approach to learning language proposed in Europe in 1972. CLT theory is applicable as the objectives are:

- To produce effective communicative competency in learners;
- To provide vitality and motivation within the classrooms;
- Focus on meanings and functions of the language;
- More importance on the learner and his/her learning;
- Language is acquired in CLT;
- The teacher is the facilitator in language acquisitions;
- Involve the learner in the learning process through problem solving, tasks, participation, and interaction, and;
- All the four Listening, Speaking, Reading, Writing (LSRW) skills should be treated equally.

English language teachers in Fiji capitalize on a variety of CLT classroom activities like group, pair work, language games, role plays, and question-answer sessions. It is not confined to any set of textbooks. The learners are mostly introduced with task based and problem-solving situations.

BACKGROUND AND CONTEXT OF THE STUDY

Despite the recent changes in language education, which have stressed the autonomous nature of learner's learning, the teacher's role is still considered one of the main factors behind successful language learning (Harmer, 1991). Freeman and Johnson (1998) highlighted the central role of a teacher in language teacher education despite emphasis on methods and materials. They asserted that focus should be on the teaching activity, the teacher who implements it, its related context, as well as teaching pedagogies. This new vision in language teaching is well expressed by Curtain and Pesola (1994), who called for equipping the teacher with a combination of competencies together with a background that may be unknown before in language teacher preparation.

Furthermore, to date, there has not been research conducted in Fiji on ESL teachers' challenges in teaching English in schools. This research will investigate issues, which will target to improve the standard of English from ESL teachers, who are teaching in high schools in Fiji. There will also be investigation on the reasons behind the challenges encountered by ESL teachers and the solutions suggested by teachers to improve the quality of teaching of English to high school students.

More imperatively, looking back in history by the end of eighteenth century, the Fiji Islands were in a singular position of having been known for over 150 years but remained almost entirely untouched by the civilising hands of the Europeans. During this time there was little exchange between Fijians and Europeans (Schutz, 1972). Over the years, more and more Europeans sailed to Fiji to trade economic resources such as sandalwood, sea cucumber to name a few. The paramount language missionaries, traders and colonisers brought with them was English. The colonisers were spreading their gospel in English; hence this was considered as the language of supremacy and those who were able to communicate in this language were treated as elite beings.

To add on, the first speakers of English in Fiji were the native Europeans spoke to the natives of Fiji in English and provided them with the informal skills of how to speak in

English. After Fiji gained her independence in 1970, formal language teaching slowly started to prevail with the first high schools which were erected under the names of the British Empire such as Queen Victoria, Suva Grammar, Dudley High School, and Adi Cakabau School. As time went by, more schools were erected, and the teachers of English were mainly the native speakers of English. In later years, English was taught in Fiji by the non-native speakers of English, who had high competency of English language skills. These were educators who were taught by the colonisers, or they gained their education from overseas countries and later returned to Fiji to teach in the schools here.

Presently, Fiji has a proportionate level of speakers who are near perfection to use English as born native speakers. English is the principal language of the Fijian government and is being used for education, law and order, international trade and commerce, sea and air speak to name a few. In terms of education, English is the compulsory subject, which is taught right from the kindergarten to primary, secondary and in universities too. It is treated as a supreme language with low prominence being given to vernacular. Most of the teachers who are teaching English in high schools are non-native speakers of English with very little percentage being native. By far, these non-native ESL teachers were also taught by mostly non-native university academics, which is reflected mainly in their normal day to day teaching of the subject.

In Fiji, ESL teachers have gained teacher training skills from the three universities; Fiji National University, the University of Fiji and the University of the South Pacific, however whatever skills they have acquired may not be enough to effectively deliver their contents to the students'. This could be linked to the environment in which they are teaching, the demographical area of the school and more significantly the amount of exposure being given to students to use English as a contact language, especially with the home language that is used by the learners. Canagarajah (1999), stated that Native Speakers will be better teachers in EFL contexts, because of their unique cultural knowledge, however, the NNSs will be better teachers in ESL contexts, because of their multicultural experiences and the cross-linguistics knowledge that they have in them.

AIMS OF THE STUDY

The principle aims of the present study are as follows:

- a. Find out the roles of an ESL teacher in teaching English;
- b. Find out the significance of English as a Second Language in Fijian high schools;
- c. Investigate the challenges faced by Fijian English Language teachers in teaching English in high schools;
- d. Find out the effective strategies that could be implemented to promote ESL teaching.

RESEARCH QUESTIONS

Given the purpose of the research, this study sets out to seek answers to the following research questions:

- a. What are the challenges faced by ESL teachers in teaching English in Fiji's high schools?
- b. What are the reasons for the challenges encountered by the ESL teachers?
- c. What are the effective strategies that could be implemented to promote ESL teaching in Fiji?

SIGNIFICANCE OF THE STUDY

Subsequent to the aims of this study stipulated above, the significance of the study is designed to improve the understanding of what ESL teachers are supposed to do and what they are doing actually, and as a result improve their performance in promoting quality education to English language learners. As such:

- a. The study will assist the ESL teachers to improve on their challenges encountered and address the needs of ESL learners effectively;
- b. The Ministry of Education, Curriculum Development Unit officers can design English High School curriculum considering the challenges and carry out professional development training for language teachers. It will also enable policy makers to be aware of the challenges faced by ESL teachers, and;
- c. The teacher training institutions can investigate the challenges and streamline their teaching pedagogical skills to suit the needs of the learners in ESL Classrooms.

LITERATURE REVIEW

The literature review will examine research relevant to challenges faced by English Language teachers in teaching English in Fiji's High Schools. It discusses the roles of ESL teachers and summaries of major studies on ESL teacher challenges faced and how best it could be done to promote ESL teaching in Fiji by providing a repertoire of solutions.

Roles of ESL teachers

According to Yazan & Selvi (2012) Teaching English to Speakers of Other Languages (TESOL) study is highly recommended, as it is a genuine area of research. The non-native English-speaking teachers (NNEST) have received noteworthy attention; however, they also refute the claim stating that the area remains underexplored. Furthermore, in the research of language teaching and learning, the ability of English teachers plays an important role. In general, the higher the teachers' teaching ability is, the better the teaching effect will be. Until recently, the role of the language teacher has taken great changes in recent years. In traditional English teaching framework, he/she tries to control the learners and deliver language knowledge to the learners. Nevertheless, this kind of teacher-centered teaching mode restricts learners' language learning.

Furthermore, in relation to Fiji's context as majority of the teachers of English are ESL speakers of English, with the attitude and the culture embedded together, the teachers are in a far better position to address the issues and challenges, which the students are facing during their acquiring of language learning. As such, the ESL teachers of English

are portraying the six optimistic characteristics, which Medgyes (1994) dwelled upon in his research. These are included as:

- They provide a good learner model to their students;
- They can teach language strategies very effectively;
- They are in a far better position to talk more about language to their students;
- They understand the difficulties and needs of the second language learners;
- They are able to anticipate language difficulties, and;
- In ESL/EFL settings, they can use the student's native language to their advantage.

ESL teachers' challenges

Drawing on work in general education, language teacher education has begun to recognize that teachers, apart from the methods and materials they may use, are central to improving English language teaching (Freeman, 1991; Johnson, 1992; Prabhu, 1990; Richards & Nunan, 1990). Freeman and Johnson (1998) argue that the core of language teacher education must center on the activity of the teaching itself, the teacher who does it, the context in which it is being done, and the pedagogy by which it is done. Undoubtedly, this reconceptualization in teacher education is posing great challenges to teachers within the English as a second language (ESL) context in English speaking countries. These challenges, just as Curtain and Pesola (1994) put it, require second/foreign language teachers to have a combination of competencies and background that may be unprecedented in the preparation of language teachers (p. 241). However, relatively little has been studied in ESL/EFL teacher education, even none among Fijian teachers of English teaching at the school level. Moreover, the challenges of ESL teachers are rather a suppressed phenomenon in Fiji, which has not received any attention in yester years. Even though Fiji is a pluralistic nation, and English is the medium of communication for majority of the speakers, the void remains unsolved as far as the near perfection of English is concerned for most of the students. With the technology era drastically affecting the standard of English every moment, it is imperative to address this issue with all due assiduousness. While the ESL teachers of English are doing whatever they could, the responsibility is equally being shared from the student's side as well.

Summary of ESL teachers' challenges

Some major researches have been carried out since 2003 which includes: Llurda (2006), Yazan and Selvi (2012), Cheng and Wang (2004), Ahmad (2010), Chand (2015), Gándara and Driscoll (2005), Yoon, (2012), Jinghua (2015) and Virag, (2005). These studies have provided insights into the challenges faced by ESL teaching in High schools in Fiji and what are the solutions. These are as follows:

Karren (2005:2) in her study of Edmonton Public Schools and Virag (2005) in his study of Alberta Teachers Association identified insufficient resources and materials as their biggest challenge having ESL students in School. Another significant challenge noted by Karren (2005) and Virag (2005) on teachers was the importance of one-on-one

interaction with ESL students since teachers had limited time for such interaction. Other challenges included limited time for one-on-one interaction with ESL students, large class sizes, concern over teacher burnout and stress levels, initial assessment of a student's language proficiency, the need for a standard curriculum, the difficulty of dealing with families that might be unable to speak English, cultural issues such as different roles and status of females in different cultures. As a former high school English teacher some of the problems identified amongst the students included:

- The using of techno language, while writing essays in their examinations;
- The excessive use of slang, while conversing in English;
- Failure to adhere to the rules of grammar although students have been taught more than the required number of times.

On the other hand, Jinghua (2015) also argues that challenges are from within the education system such as adoption of scientific and appropriate teaching methods, effective curriculum design, development of teachers' language skills, scientific research ability and application of modern teaching facilities.

In addition, Bricaire, et. al, (2014: 169) affirms that there is a need for training of High school teachers on the framework of the National English Program of Basic Education in Mexico schools. With stringent policies being implemented by important agencies such as UNESCO and OECD, many countries are expected to incorporate the teaching of English through their properly designed programs, which will improve the level of English competencies at high school level. In the final notes, the author points out that, to successfully implement approaches, the relevant stakeholders such as government, principals, school managers, teachers to name a few should come together as one and consensually effectively implement the programme.

Ahmad (2010) in another survey of challenges English for Foreign Language (EFL) teachers encountered in Amman 1st and 2nd Directorates of Education analysed that arousing of students' interest to learn English, big classroom size, low achievement in English by students, covering the EFL curriculum within the allotted span of time. It was surprising to note that this was irrespective of students' level in English and absence of educational preparation of teachers, who graduate from the English department and the gap between pre-service preparation of EFL teachers and the actual teaching practice in the classroom.

Similarly, Ahmad's (2010) study revealed that the participating teachers' responses confirmed that the challenges were weakness in English, students' negative attitudes towards English, classroom size, variation in students' achievement in English, private lessons students take in private centers and the associated difference in instructional methods between school and these private centers, inability of students to communicate in English, lack of training teachers on modern technology and the lack of parental follow up of their children's English language learning were top on the challenges list.

Furthermore, Cheng & Wang (2004) in their article have evaluated that the role of a teacher as central to improving English language teaching apart from the methods and

materials used in the teaching and learning of English. This was confirmed in a survey study among 47 in-service secondary teachers of English (Grades 7-12), who were attending a summer professional upgrading program in a Teacher College in Northern China. The results indicate that the challenges these teachers face related to class size and the unique centralized examination-driven educational system. The findings also provide an understanding of their professional development needs and entail implications on second/foreign language teacher education programs in such a context. Likewise, in a similar EFL study in context study in Cameroon, Smyth (2008) provided a few hurdles that meet English teaching there embodying the hurdle of teaching material to be available in the classroom, shortage in qualified and highly motivated teachers and finally the filling of teacher shortage by non-certified people.

Another study in Fiji by Chand (2015) further elaborates the challenges faced by Curriculum developers in implementing Multilingual Education in Fiji Classrooms showed that political and administrative factors have more impact on the curriculum rather than the curriculum developers. The linguistic ecology of present-day Fiji is characterised by the interaction of i-Taukei, Hindi and English as the lingua franca. English was used in schools since colonial missionaries introduced schooling to Fiji. While i-Taukei and Fiji Hindi are dominant languages spoken in Fiji, they are not made compulsory in primary schools. In addition, the 2013 constitution which is the supreme law of the land states that conversational and contemporary i-Taukei and Fiji Hindi shall be taught as compulsory subjects. This is again a challenge for policy makers to implement changes to the English curriculum in schools. The factors that slow or prevent the implementation of the curriculum review in Fiji Classrooms were lack of staff autonomy to develop curriculum, absence of expertise, irregularities in workforce recruitment, voluntary turnover of staff, access to resource materials and weak research and consultation with academics and teachers.

Finally, Hayati (2010) examines the importance of critical pedagogy in the development of students' critical thinking, political and social awareness and self-esteem through dialogue learning and reflection. This pedagogy aims to look at the empowerment of non-native English-speaking teachers (NNEST's) when incorporated with teacher education programmes. It will inspire NNEST's to grow awareness of the political and sociocultural implications of English as a foreign language (EFL) teaching, to advance the critical thinking on repertoire of concepts relating to their profession. Hayati (2010) believes that the solution to problem lies in the careful planning of the courses. Through the inclusion of students in course and programme development will further enhance the pedagogies.

On the contrary, the application of critical pedagogy amongst the students might not be used to the idea of problematising things, questioning assumptions and to susceptible issues. In the final remarks, the author believes that critical pedagogy should be given a place in the curriculum of English teacher education manifested by the design of the courses to enable the students in relation to teach English to speakers of other languages (TESOL). Wannabe NNEST's should be educated to increase the self-esteem and critical thinking to make effective social changes in the ESL classrooms.

RESEARCH METHODOLOGY

This section discusses the research methods and procedures that will be developed in addressing the research questions. It will outline the details of the research designs, sample size, the data gathering process, the instruments of research and more significantly investigates the reliability and validity of the study. The outline for the proposed theoretical framework of this research will be highlighted and the necessary methodological choices and constructing the appropriate research design.

A few studies were resorted to before choosing the appropriate method for this research. Different methods are appropriate for different situations (Patton, 1990, p. 39). Therefore, the methodological design should be based on the purpose of the study, the research questions, the resources, and time availability (Li, 2010). Moreover, social phenomena are so complex and social problems are so intractable, all our methodological tools are needed for understanding and for action (Greene, 2001, p. 252).

Thus, it raises the issue: to what extent the research design can freely combine elements of different approaches (Seliger & Shohamy, 1989). Mixed-method design arguably functions to overcome the deficiencies of a single method, while capitalizing on the strengths of each (Johnson & Christensen, 2004). Therefore, due to the complexity of challenges faced by English as Second Language teachers and the strengths and limitations of each method, a mixed method design is adopted to strengthen the quality of this study. The mixed method design will also allow the researcher to approach and analyse the phenomena from different perspectives, particularly considering Hutter-Hennink qualitative research cycle stipulated below.

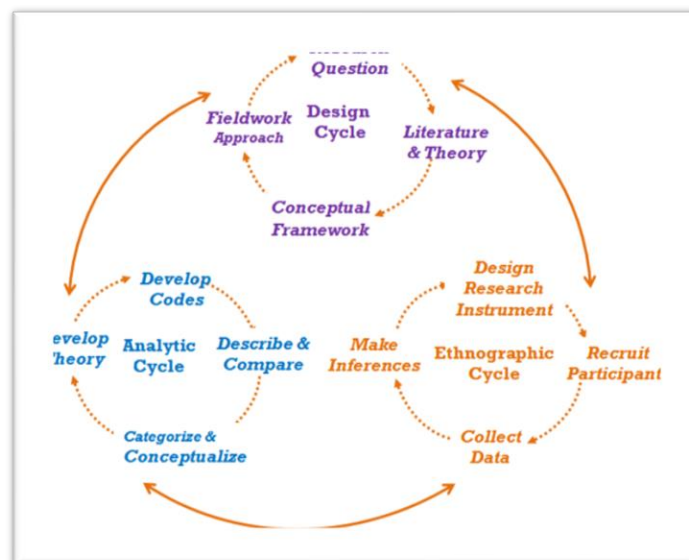


Figure 1.0: Hutter-Hennink Qualitative Research Cycle

The research paradigm is constructivist. The constructivist paradigm grew out of the philosophy of Edmund Husserl's phenomenology and Wilhelm Diltheys, and other German philosopher's study of interpretive understanding called hermeneutics. Hermeneutics is the study of interpretive understanding or meaning (Eichelberger, 1989). The basic assumption guiding the constructivist paradigm are that knowledge is

socially constructed by people active in the research process, and that researchers should attempt to understand the complex world of the lived experience from the point of views of those who live it (Schwandt, 2000).

It also emphasizes that research is a product of the values or the researcher and cannot be independent of them. Due to this, multiple mental construction can be apprehended, some of which may conflict with each other, and perception of reality may change throughout the process of study as succulently conceded by (Schwandt, 2000) in an unremarkable sense, we are all constructivists if we believe that the mind is active in the construction of knowledge. Most of us would agree that knowing is not passive-a simple imprinting of sense data on the mind- but active; mind does something with those impressions, at the very least forms abstractions or concepts. In this case, constructivism means that humans beings do not find or discover knowledge so much as construct or make it.

Research design

This research was implemented using a mixed method design (Creswell, 2012) with the intention of incorporating qualitative and quantitative research methods in the data collection and analysis. The use of mixed method designs is considered appropriate in a study when the use of a single type of research is unable to adequately address the research questions.

Qualitative data was collected using semi-structured interviews (Cresswell, J., & Plano Clark, V, 2010), which uses a mixture of both open and closed- ended questions. This phase will involve making comparison and asking questions of the data collected. These procedures are basic to the coding process though their nature changes with each type of coding (Strauss, 1990). Transcripts were analysed line by line identifying key phrases or indicators because they make some yet inchoate sense (Sandelowski cited in Ryan & Bennard, 2000), and emerging themes were tabulated providing the qualitative analysis of this research. This would allow the data to be interpreted easily, while at the same time maintain the cohesiveness and precision.

For the quantitative aspect of this research, it has been enlightened using a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) to address theoretical and practical impacts of challenges faced by the English as Second Language teachers in Fiji, while open-ended questions were used to gather finer points about the overall reasons behind the challenges encountered and what could be some solutions. More so, the secondary data was sourced from scholarly articles, prior research on teacher challenges internationally teaching English. It was considered that myriad data types were complementary and allowed for deeper evaluation of reasons behind the challenges. Subsequently, it also made the study sound more authentic, as a repertoire of literatures assisted in making this study successful. As such, the table designed below shows the study constructions and variables of each construct that has made it easier to analyse the data for this study.

Table 1.0: Study constructs and variables of each construct

Research Questionnaire Design - Challenges faced by English Teachers
1. Attracting students to learn English as a second language.
2. Emphasis by English teachers on teaching grammar far from its communicative context.
3. The modifications on the English Language curriculum without the sufficient training of English language teachers on them.
4. Lack of instructional media and facilities appropriate to teach English.
5. The variation in the professional levels of the English language teachers in one school.
6. The confusion regarding teaching grammar of the English language or teaching communication in English.
7. Interference between Vernacular (I-Taukei/ Hindi) and English and the allegiance by some teachers to translate from and to them.
8. The absence of educational preparation of those who graduate from universities.
9. Scarcity of consulting English teachers pertaining to English curricula and their organization by the Ministry of Education.
10. The gap between what the teacher of English receives as knowledge and skills during university study and the reality of teaching at school.
11. The nature of the relationship between the English teacher and the supervisor as sometimes a top-down relationship.
12. The variation between preparation in pedagogy and specialty area in English during English Second Language teacher preparation at the university.
13. Variation in the English learning and teaching methods and the subsequent difficulty of selecting which teaching method.
14. Weakness of linkage between nature of English Language classroom instruction and the Ministry Exams especially the high school exam.
15. Limited consideration of the English curriculum of the cultural, social, and developmental traits of the Fiji's High School students.
16. The imposed English language curriculum which should be implemented in terms of time and all teachers irrespective of the level of the students' level in English.
17. The difficulty of securing computers to teach electronic material.
18. The continuous renewal of English language teaching methods to cope with local and global developments in this field.
19. Overloading the teacher with duties and responsibilities of which he or she has no say.
20. The big size of the ESL classroom.
21. The general low achievement in English and the resulting blame to the teacher.
22. Insistence of some school students on using Vernacular (I-Taukei/Hindi) during the English class.
23. The variation between what the class student received with former teachers as learning experiences and what he or she receives with other teachers in subsequent terms in learning English.
24. Rarity of transferring of the effect of the in-service training into real practices inside the classroom by some English teachers engaged in in-service training.
25. Preparing an appropriate classroom environment for effective English language learning.
26. The use of the English language in practical situations the learner could feel the importance of this language in his or her life.

Research instruments

The data collection instruments in this study are comprised of challenges questionnaire, and a semi structured interview. Merriam (1988) explained that interview utilization is one of the major sources to obtain qualitative data from subjects. The system of

conducting an interview is one of the most common means to investigate, research and to inquire data from the one phenomenon. Interviews are adequate to investigate phenomena, which are not directly observable.

Further, interviews are interactive, thus the researcher can elicit additional data when the initial answer is off-topic or not clear enough. Both the researcher and the interviewees can make clarifications. This removes the concern of misunderstanding. Moreover, the semi-structured interviews were individual interviews, for they ensure a high level of confidentiality, thus is more likely to generate truth from the interviewees (Brown, 2001).

Each interview lasted 15 to 20 minutes approximately. Questionnaires were adequate for quantifying data (Victoria, 1999b). Hence, the questionnaire is appropriate for data collection, as the present study focuses on the Challenges faced by English language teachers in High Schools in Fiji.

Moreover, the questionnaire is a predominant instrument in the Challenges faced by English language teachers in High Schools in Fiji. The questionnaire has been written in English, which comprised of one major component; it consists of 26 questions. The subjects responded using a 5-point Likert scale to indicate the frequency of the usage of each strategy, ranging from 5 (strongly agree) to 1 (strongly disagree).

Research Population and Sample

The study population for the primary data compilation consisted of twenty English Second language teachers from five selected high schools in Suva, Fiji. There are altogether thirty-eight High Schools within Suva, and the questionnaires were disseminated to five selected schools through hard copy delivery. The selected teachers are currently teaching as licensed teachers. The visitation was done at varied time frames to conduct the interviews due to the unavailability of the respondents. A total of twenty questionnaires were disseminated to the respondents with each school getting four questionnaires. The five selected high schools from Suva were approached to collect the questionnaire once answered by the respondents in due course.

Area of Study

Fiji is an archipelago in the South Pacific Ocean. The total number of islands in Fiji archipelago is 332. Among them people live on 110 islands only. The geographical coordinates of the location of Fiji is 18 00 S, 175 00 E. It has a total land area of 18,274 sq. km (7,055 sq. miles). The coastlines spread up to 1,129 km, (702 miles). Fiji is made of many small islands of which Viti Levu and Vanua Levu are the largest. The larger islands were formed due to volcanic activity. The comparatively smaller ones are made of coral reefs and thus unsuitable for habitation.

Study Population and Sample

There are 171 High Schools in Fiji with 5,190 teachers and 68,342 students. For this study, the participants included twenty ESL teachers of five High Schools from Suva, Fiji. The school selected were from an urban area, which has a large roll most probably an ED 1D level schools. The prime feature of the interview and questionnaire were to facilitate

the participants to share their perceptions and familiarity on the challenges faced by ESL teachers in Fiji.

Recording and Data Analysis

The research was conducted after a formal research approval from the Ministry of Education. The school principals were informed, and meeting were arranged for his/her consent and availability of the staff. The staff were consulted for availability and confirmation through phone call and e-mail communication was initiated.

The structured questionnaires were distributed in early May 2017. After the distribution of questionnaires to the in the relevant schools, interviews were conducted. A questionnaire guide inclusive of questions was used for data collection. The researcher conducted semi-structured interviews with the same teachers issued with the questionnaire. This allowed the researcher to explore and probe some of the responses further and ask further questions, which will enable explicit explanations. The questionnaire covered an array of questions centered on teacher quality, expectations, and delivery in school during English language lessons. The key issues were noted during the school visitations, while questionnaires were collected after a month from the first visit. This gave the respondents adequate time to precisely reflect on the roles of an ESL teacher in teaching English and challenges faced in teaching English together with effective strategies that could be implemented to promote ESL teaching.

Furthermore, interviews were documented as one of the most valuable methods for collecting qualitative data. Charmaz (2006) suggests that interviews are a powerful vehicle, where discovery of people's 'life worlds' can be realised by exploring metaphors context and meanings on unique experiences. A non- directive style of interviewing where open ended questions were used, which allowed the participants freedom to control pacing and responses to the interviews. For a neutral, confidential, and non-judgmental environment, the interviews were conducted in the participants own office. The time allocated for the interviews was on an average of 15 to 20 minutes.

During the interview, the researcher also had a chance to observe non-verbal cues, such as tone of the voice, facial expressions, or body language. These accounted for and aided in further refining of the questions or develop secondary questions (Zhao, 2011). The interviews were audio taped using a digital voice recorder and transcribed verbatim. The data was analysed through coding and the thematic analysis and secondly in a form of narrations. All data analysis were done using low tech method.

Ethical considerations

In this study of Challenges faced by ESL Teachers, the following educational ethics have been followed during this write up:

- a) Consent letter was given to the Ministry of Education, the Principal, and teachers at the schools to receive permission before conducting the research;
- b) Participants were informed about the aim and purpose of this study;
- c) Participant's consent was also taken into consideration before being interviewed;

- d) Participants were considered for any withdrawals and were notified that confidentiality of information was a priority of the research;
- e) Participants were kept anonymous;
- f) Honesty and openness are the relationship between the researcher and participants;
- g) The researcher has avoided fabrication, falsification, or misrepresentation of evidence, data, and findings or conclusions.
- h) Above all, at no point in time, educational research ethics was compromised

RESULTS

Data were collected through questionnaire and interviews of twenty English Language Teachers as shown in Table 1.0. It was found that all the participant teachers had more than six years of experience of teaching English in Secondary Schools. Two teachers had twenty years of teaching experience. As shown in Table 1.0 of the twenty ESL teachers, six were male and fourteen female teachers. The participants by race were equivalent in that ten were *i-Taukei* and Indo Fijian background. The years of teaching experiences is equally justified on the table too. Subsequently, most of the ESL teachers had good number of teaching experience

Table 2.0: Teachers Experience Status

Gender		Race			Years of Experience			Total
Male	Female	<i>i-Taukei</i>	Indo Fijian	Others	(1-5yrs)	(6-10yrs)	(10+yrs)	
6	14	10	10	0	0	3	16	20

Table 2.0 illustrates the years of teacher experience of the twenty participants. Of the twenty, none were only Certificate and Diploma holders, 12 Degree Holders and 8 had postgraduate qualification.

Table 3.0: Teachers Qualification Status

Certificate/ Diploma	Degree	Post Graduate/Masters
0	12	8

Different statistical measures were used in the analysis of the findings of the study which includes means, frequencies, and standard deviations. As to the response to the open questions to which the researcher attached the questionnaire, these were analysed by cutting off unnecessary data, reducing responses to look for patterns and themes that emerged from the data of this study.

Since the questionnaire options followed a 5-point Likert option, the researcher calculated the mean scores and their associated standard deviations to facilitate comparisons among different item results in this study. The following scale was followed:

- If the degree of the ESL teacher challenge ranges between 1.0 and 2.33, it was considered low.

- If the degree of the ESL teacher's challenge ranges between 2.34 and 3.67, it was considered moderate.
- If the degree of the ESL teacher's challenge ranges between 3.68 and 5.0 it was considered high.

As for the qualitative data got through the interview method, they were transcribed and then reduced to look for themes and patterns that relate to the purpose of this study.

Table 4.0 represents the types of challenges ESL Teachers faced in their Schools. This section will present the most to the least recurrent challenges within the context and limitations of this study.

Table 4.0: Challenges faced by Teachers of English

	Mean	Std. Deviation
19# Overloading the teacher with duties and responsibilities of which he or she has no say.	4.65	.612
20# The big size of the English classroom.	4.56	.797
21# The general low achievement in English and the resulting blame to the teacher.	4.48	.738
16# The imposed English language curriculum which should be implemented in terms of time and all teachers irrespective of the level of the students' level in English.	4.39	.683
10# The gap between what the teacher of English receives as knowledge and skills during university study and the reality of teaching at school.	4.34	.843
9# Scarcity of consulting English teachers pertaining to English curricula and their organization by the Ministry of Education.	4.33	.840
1# Attracting students to learn English as a second language.	4.22	.905
8#The absence of educational preparation of those who graduate from universities.	4.20	.819
11# The nature of the relationship between the English teacher and the supervisor as sometimes a top-down relationship.	4.18	.751
14# Weakness of linkage between nature of English Language classroom instruction and the Ministry Exams especially the high school exam.	4.14	.987
12# The variation between preparation in pedagogy and specialty area in English during English Second Language teacher preparation at the university.	4.12	.876
18# The continuous renewal of English language teaching methods to cope with local and global developments in this field.	4.06	.961
15# Limited consideration of the English curriculum of the cultural, social, and developmental traits of the Fiji's High School students.	4.05	1.106
6# The confusion regarding teaching grammar of the English language or teaching communication in English.	4.03	1.008
5# The variation in the professional levels of the English language teachers in one school.	4.01	.963

2# Emphasis by English teachers on teaching grammar far from its communicative context.	4.01	.791
24# Rarity of transferring of the effect of the in-service training into real practices inside the classroom by some English teachers engaged in in-service training.	4.07	1.039
3# The modifications on the English Language curriculum without the sufficient training of English language teachers on them.	4.03	1.187
7# Interference between Vernacular (i-Taukei/ Hindi) and English and the allegiance by some teachers to translate from and to them.	3.97	1.039
26# The use of the English language in practical situations the learner could feel the importance of this language in his or her life.	3.79	1.187
23# The variation between what the class student received with former teachers as learning experiences and what he or she receives with other teachers in subsequent terms in learning English.	3.78	1.021
22# Insistence of some school students on using Vernacular (i-Taukei/Hindi) during the English class.	3.76	1.103
25# Preparing an appropriate classroom environment for effective English language learning.	3.74	.985
4# Lack of instructional media and facilities appropriate to teach English.	3.73	1.143
17# The difficulty of securing computers to teach electronic material.	3.71	.982
13# Variation in the English learning and teaching methods and the subsequent difficulty of selecting which teaching method.	3.11	1.200

Table 5.0 below represents challenges in a broader spectrum. As the total number in the questionnaire is 26, they are divided into four sections according to the degree of their seriousness, as revealed in the analysis of the data of the questionnaire used in this study. According to the ESL teachers who participated in this study the following below (Table 4) were seen as the most recurrent challenges in their teaching of English in Suva High Schools, as derived from the findings of the questionnaire used as a research instrument in this study.

Table 5.0: The highly recurrent challenges that teachers of English encountered

	Mean	Std. Deviation
19 # Overloading the teacher with duties and responsibilities of which he or she has no say.	4.65	.612
20# The big size of the English classroom.	4.56	.797
21# The general low achievement in English and the resulting blame to the teacher.	4.48	.738
16# The imposed English language curriculum which should be implemented in terms of time and all teachers irrespective of the level of the students' level in English.	4.39	.683
10# The gap between what the teacher of English receives as knowledge and skills during university study and the reality of teaching at school.	4.34	.843
9# Scarcity of consulting English teachers pertaining to English curricula and their organization by the Ministry of Education.	4.33	.840
1# Attracting students to learn English as a second language.	4.22	.905

8# The absence of educational preparation of those who graduate from universities.	4.20	.819
11# The nature of the relationship between the English teacher and the supervisor as sometimes a top-down relationship.	4.20	.751
14# Weakness of linkage between nature of English Language classroom instruction and the Ministry Exams especially the high school exam.	4.18	.987

According to the ESL teachers who responded to the challenges questionnaire in this study, the following Table 6.0 below shows the least persistent challenges in their teaching of English though most of them got high means. Though the challenges below received lesser mean scores, they still represent challenges that should be looked after.

Table 6.0: Least persistent challenges which emerged from the findings of this study

	Mean	Std. Deviation
24# Rarity of transferring of the effect of the in-service training into real practices inside the classroom by some English teachers engaged in in-service training.	4.07	1.039
3# The modifications on the English Language curriculum without the sufficient training of English language teachers on them.	4.03	1.187
7# Interference between Vernacular (I-Taukei/ Hindi) and English and the allegiance by some teachers to translate from and to them.	3.97	1.039
26# The use of the English language in practical situations the learner could feel the importance of this language in his or her life.	3.79	1.187
23# The variation between what the class student received with former teachers as learning experiences and what he or she receives with other teachers in subsequent terms in learning English.	3.78	1.021
22# Insistence of some school students on using Vernacular (I-Taukei/Hindi) during the English class.	3.76	1.103
25# Preparing an appropriate classroom environment for effective English language learning.	3.74	.985
4# Lack of instructional media and facilities appropriate to teach English.	3.73	1.143
17# The difficulty of securing computers to teach electronic material.	3.71	.982
13# Variation in the English learning and teaching methods.	3.11	1.200

Table 7.0 below represents challenges derived from qualitative responses to open-ended questions in this study. The table below presents professional challenges that were presented by the questionnaire instrument in this study. Among other, most of them focus on the weakness in English, ineffectiveness of in-service training, memorization method used by students, the problem of covering the curriculum within the limited time span and the use of the English language as a means for communication.

Table 7.0: English Teacher's challenges emerging from responses to open questions

	Frequencies	Percentages
1. Student's weakness in English.	16	80
2. Negative attitudes of the learners towards learning English and their lack of interest in its learning.	14	70
3. The overloaded teacher's schedule.	18	90
4. Big classroom size.	15	75
5. Weak foundation in English language learning.	18	90

6. Lack of instructional media and facilities and teaching resources.	14	70
7. Variation in achievement in English among class students.	14	70
8. Difficulty of covering the content of the English curriculum because of the time limit.	10	50
9. E-learning methods serve creative students only.	12	60
10. Difference between university learning and school teaching.	14	70
11. Dissatisfaction with choosing teaching as a profession to earn a living.	2	10
12. Students' insistence on translating from L ₁ into L ₂ and vice versa.	3	15
13. Lack of appropriate teaching environment of the English language.	4	20
14. Unfailing students' evaluation system (referred to as No Failure evaluation system).	16	80
15. Competition among learners is not for effective language learning, but for achieving higher marks in exams.	14	70
16. Handling weak and strong students at the same time in the same class which hinders good students and getting them feel bored.	8	40
17. Variation in learning quality received by learners with former teachers and current teachers.	2	10
18. Inability to communicate/write in English among learners.	4	20
19. Home culture and its impact on learner's learning of English.	5	25
20. Lack of parental follow up of their children's learning at a school with total reliance on the teacher.	5	25
21. Explicit grammar instruction.	6	30
22. The educational system which sometimes undermines the value of the teacher.	4	20
23. The preconception by students about the difficulty of learning the English language.	8	40
24. Lack of sufficient training of teacher's on using the e-learning.	14	70
25. Limited practice on using the English language which is solely confined to the classroom.	2	10
26. The cultural difference between western and Fijian culture.	10	50
27. Teachers' lack of role in the preparation of the English Language curriculum.	6	30

Table 8.0 represents challenges derived from quantitative responses to open-ended questions in this study.

Table 8.0: Reasons behind challenges encountered by English language teachers

	Frequencies	Percentages
1. Lack of interest by school students in learning English and the associated lack of building up positive attitudes towards it.	16	80
2. Lack of follow up by parents to their children learning of English.	8	40
3. Shortage in English language teachers.	12	60
4. Shortage of classrooms and school environment.	4	20
5. Bad planning.	10	50
6. Lack of resources.	8	40
7. Carelessness on the part of the students.	10	50

8. Lack of raising the awareness of children in the earlier foundational stages to the importance of English in both academic and life related purposes.	8	40
9. The English curriculum design and its designers (without explaining how).	15	75
10. Weak foundation in English (cultural background).	16	80
11. Ministry of Education laws and legislations (e.g., No failure system).	18	90
12. Students' purpose in passing the different stages without focusing on the reason behind including English as a school subject.	8	40
13. Type of teaching quality provided to the learners.	5	25
14. Lack of an appropriate English teaching environment.	4	20
15. Lack of support from others including parents.	8	40
16. Relationship between teachers and students and between teachers and supervisors.	2	10
17. Weak instruction by lower grade English teachers.	14	70
18. Differences in school textbooks in their emphasis on the four language skills.	10	50
19. Boredom created by the English curriculum.	8	40
20. Rarity of incentives given to the English teacher.	5	25
21. The stereotyped image of the difficulty of the English language by school students.	8	40
22. Difference in teaching methods between former teachers of English.	4	20
23. The traditional methods used in teaching English different sections in the schools.	8	40"
24. Ignorance by some teachers of the low-achieving students.	6	30"

The following quotes support the above findings as obtained from responses to open-ended questions attached to the questionnaire.

- Variation between what the student had received as language learning with former teachers and what was received with forth coming teachers. Respondent No.10;
- The large number of students at the classroom, the dislike of English by some school students and the lack of sufficient instruction to such students in foundational classes. Respondent No. 16;
- The long material to cover throughout the semester, where the time allotted is not enough to cover it. Respondent No. 2.

Pertaining to the reasons behind such challenges, the participants who responded to the open-ended questions (see open question two) in this study reported the following:

- The wish to keep up with technology without sufficient planning. Respondent No. 4;
- Either the Ministry of Education, school administration or parents. Respondent No. 5;
- Students themselves are to blame, former teachers of English or Ministry of Education. Respondent No. 20;

- Lack of practice of using English. The speaking of English is restricted inside the classroom. Respondent No. 10;
- Lack of interest in children in earlier stages, and the weakness of some English language teachers. Respondent No. 7.

Table 7.0 above has outlined the blame directed to several parties responsible for the challenges which English language teachers face. The blame was directed to the Ministry of Education for crowded classes, for the lack of sufficient training, for school administration, for syllabus designers, former teachers of English, teachers who still use traditional methods of teaching and finally children's parents.

To sort out the above problems reported by the participants in this study, Table 9.0 below provides the solutions suggested by the participants.

Table 9.0: Effective Strategies for the challenges (Solutions)

	Frequencies	Percentages
1. Calling on the Ministry of Education to free the teacher to focus on teaching and not to overload him/her with various responsibilities that can be done by employees employed for this purpose.	20	100
2. Changing English teaching methods and rules.	20	100
3. Consulting the English teachers concerning the design of the curriculum and its changes and the introduction of new teaching methods.	20	100
4. Given extra teaching to low achieving students and opening a section to care about their learning difficulties.	15	75
5. Caring about the English curriculum and its quality and emphasizing quality over quantity.	12	60
6. Providing sufficient training to the English teachers on e-learning and teaching methods.	16	80
7. Motivating students to learn English language through incentives and other encouraging techniques.	14	70
8. External visits and training courses for teachers.	10	50
9. Linking English school curriculum to university curriculum.	12	60
10. Providing the schools with sufficient teaching resources and facilities.	16	80
11. The use of experiential learning in the classroom where students practice the use of the English language.	16	80
12. Selecting a group of distinguished English teachers to give model lesson to less experienced teachers.	18	90
13. Giving sufficient recognition to the teacher.	20	100
14. Clearing misconceptions of the students about the difficulty of the English language.	6	30
15. Appointing excellent teachers to teach English to lower grade students and monitoring their teaching performance.	20	100
16. Honesty in teaching by the teacher.	18	90
17. Giving more attention to English by both teachers and students.	20	100
18. Reducing students' numbers in the classroom.	20	100
19. Linking the curriculum with the Fijian environment and the levels of the students.	16	80

20. Training of lower grade teachers on effective teaching methods.	20	100
21. Providing effective English curricula.	12	60
22. Reducing the use of Vernacular (i-Taukei/Hindi) in the English classroom.	4	20
23. Searching into the learners' needs when designing new curricula.	18	90
24. Receiving feedback from teachers regarding effective teaching methods.	15	75
25. Emphasizing that teachers should train each other in the one school and cross schools.	10	50

To cross reference findings listed in the table above, the following quotes are given:

- Cooperating with the teacher to use modern teaching methods. Respondent No. 8;
- Consulting teachers when changing curricula and taking their opinions with respect to that. Respondent No.11;
- Building bigger schools to cope with large numbers of students and reducing teacher's load in teaching. Respondent No. 3, 16 and 19;
- Training teachers on new methods of teaching and new technology. Respondent No. 6.

DISCUSSION

The present study collected data related to the kinds of challenges encountered by English Language teachers, who taught at five selected High Schools in Suva, Fiji. After the statistical analysis and the insurance of the validity and the reliability of the instrument, the study findings brought massive challenges, various factors behind them and different solutions to sort them out.

Among the various challenges brought by the questionnaire were the arousing of students' interest to learn English, big classroom size, low achievement in English by students, covering the curriculum which should be given to students irrespective of level and geographical area, variation in students' level in English and absence of educational preparation of those teachers who graduate from the English department, the gap between pre-service preparation of teachers of English and the actual teaching practice in the classroom.

Similar findings were confirmed in the participating teachers' responses to the open-ended questions in this study where challenges such as weakness in English, learners' negative attitudes towards English language, big classroom size, variation in students' achievement in English, inability of students' communication in English, lack of training teachers on modern technology and the lack of parental follow up of their children learning were top on the challenges list. The following list ranks the challenges among others according to their persistence:

- Overloading the teacher with duties and responsibilities of which he or she has no say;

- The big size of the English classroom;
- The general low achievement in English and the resulting blame to the teacher;
- The imposed English language curriculum which should be implemented in terms of time; and all teachers irrespective of the level of the students' level in English;
- The gap between what the teacher of English receives as knowledge and skills during university study and the reality of teaching at school;
- Scarcity of consulting English language teachers pertaining to English curricula and their organization by the Ministry of Education;
- Handling different achievement levels in the English classroom by the teacher;
- Attracting students to learn English as a second language;
- The absence of educational preparation of those who graduate from (none educational departments) the English department who later choose to practice teaching English.

By and large, this is in line with the findings brought by a study by Athannases and De oliveira (2008), which revealed that teachers had challenges in meeting the needs of diverse students, tailoring instruction according to their needs, searching for better texts and maintain contact with the parents. De Segovia's (2008) study revealed that teachers complained of the weakness in language proficiency, inadequate resources, insufficient training, and professional support. Other concerns included methodological training, the disparity between curriculum policy and classroom practice and that policy statements tended to be utopian and lack of smooth evolvement of the shift from teacher centered into learner centered approach of EFL instruction, mentoring support and the cost of in-service training for language teachers, lack of contact with English language outside the classroom borders, lack of interest on the part of learners to learn English and their perception of its lack of value together with other problems such as teacher's confidence.

In addition, this study stressed the need to investigate further into issues of Thai EFL context such as teacher training, curriculum role of technology and learning assessment. Other recommendations stressed the need for pre-service education to emphasize English proficiency improvement, material development, assessment and above all conducting classroom observations of English lessons. Flow of feedback from the field was encouraged and that teachers should attend lessons to each other to gain further professional development. Another study was undertaken by Cheng and Wang (2004) on the professional challenges faced by Chinese teachers of English, who reported that teacher's main challenges were represented in teaching methods, the improvement of language proficiency, testing, listening, speaking, and reading, the motivation of students to learn English, the poverty of English language environment and fewer class hours.

According to the results of this study, various reasons existed behind the different challenges of Suva High School's English language teachers which included lack of interest on the part of the students in learning English and the associated lack of building up positive attitudes towards it, lack of follow up by parents to their children's learning of English, shortage of classrooms and school environment, lack of raising the awareness

of children in the earlier foundational stages to the importance of English in both academic study and life, the English language curriculum design and its designers (without explaining how), weak foundation in English, the Ministry of Education laws and legislations (e.g., No failure system), the school administration (without further explanation) and the associated bureaucracy, lack of an appropriate English Language teaching environment, lack of interest and co-operation from parents, weak instruction by primary school English Language teachers, uneducated parents and family members' lack of ability to teach their children in English, the stereotyped image of the difficulty of the English language by school students, lack of practice of the English language which is confined to exclusive classroom practice, , the traditional methods used in teaching English, ignorance by some teachers of the low-achieving students and the wish to cope with educational technology with insufficient planning. Cuevas (2008) said that teachers need to face various challenges that bring their imagination, talents as well as their professionalism under question. This includes questions about how to keep the motivation of their students as high as possible. Another challenge is represented in responding to their student's needs.

Nonetheless, in the light of the challenges and the associated reasons for them reflected on by the teachers of English who took part in the current study, some suggestions were proposed by such teachers to help improve the English language instructional process in High Schools and so overcoming the challenges such teachers encountered in the above educational context. These suggestions seemed to be three-fold where the Ministry of Education was called on to train teachers of English on modern teaching methods, reducing their workload, reducing class size, and providing them with resources, facilities, and incentives to attain effective teaching practice. On their part, teachers were urged to be open for further professional learning and show enthusiasm for engaging in mentoring programs and be trained by experienced English language teachers. Students and their parents were also urged to demonstrate a high level of motivation to learn English and benefit from learning this language.

RECOMMENDATIONS

This study raised several issues and concerns and professional needs that of English language teachers in selected Suva High Schools. This requires practical solutions to many of these issues, challenges, and concerns. The following are the set of suggestions to help improve the situation of English language teaching in the affected Suva schools.

- The need to encourage English Language teachers to learn from each other's experiences, where this can be better done by assisting less experienced teachers to attend lessons provided by experienced teachers and be open to critical evaluations of their teaching performance by such teachers;
- Constant and needs-based in-service training should be carried out for English language teachers to keep up with the most recent teaching methods and to raise their motivation to teach;
- Providing teachers of English with necessary teaching resources and training them on *e-learning*, as well as providing them with teaching laboratory to let

students to study English language in a natural environment free from stress and the dictatorship of the teacher;

- A harmony between teachers on foundational lower primary and those on high school instruction should be reached as the latter usually complain that primary school students suffer from weak foundation in English;
- That the class size should be reduced to the level that enables the teacher to use modern teaching methods such as cooperative learning and autonomous learning;
- English language curriculum should be based on the actual levels and needs of the students and their societal and cultural frames should also be considered;
- Linkage between pre-service teacher education and in-service teacher education should be guaranteed for that some teachers feel a gap between what they received at university and school teaching;
- Parents of the school students should be contacted and their attitudes as well as those of their children towards learning English should be investigated. This recommendation in that parental engagement increases active participation, communication and collaboration between parents, schools, and communities with a goal of ensuring student achievement and success in education;
- Teachers of English should use a wide variety of teaching methods that address the various needs of school students and match their multiple learning styles;
- Considering the different cultural and geographical areas in designing English language curriculum for that not all students in Suva can be expected to achieve the goals of the curriculum at the same time and within the same speed and;
- The need to abandon traditional methods of teaching English and, alternatively, use recent methods that can appeal to the learner's needs in English language learning.

CONCLUSIONS

At the end of this study, the void in the existing literature has been filled in regards to the challenges of ESL teachers teaching in high Schools in Fiji, as this is one of the most crucial factors underpinning the performance of students with respect to English in Fiji. Teaching according to Communicative Language Teaching (CLT) is a learner centered and holistic approach. It does not focus only on the traditional structural syllabus. It takes into consideration communicative dimension of language and capitalises on the interests and needs of the learner. In a world where communication of information and information technology have broken new considerable ground, CLT can play an imperative role in education.

The broad array of challenges and the factors behind them raise questions as to what the way is ahead with language teaching in Fijian High Schools. What is needed and what should all those who are concerned with the English Language instructional process do including universities and the Ministry of Education together with the local community to improve the instructional process and maintain a high and quality teaching conduct among interested ESL teachers.

The study outlined blame directed to several parties responsible for the challenges which English language teachers encountered. The blame was directed to the Ministry of Education for crowded classes, for lack of sufficient training, for school administration, for syllabus designers, former teachers of English, teachers who still subscribe to traditional methods of teaching and finally children's parents. With the findings of effective strategies that could be implemented at the teacher training Institutions will partner to raise the bar and be on par with new teaching knowledge, skills, strategies, and attitudes. This will strengthen teacher quality, productivity, and efficiency as key indicators of measuring a teacher's performance to promote ESL teaching.

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