CHALLENGES AND COPING STRATEGIES OF TEACHING ENGLISH IN AN
UNDER-RESOURCED CONTEXT: A NARRATIVE INQUIRY

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AN ABSTRACT

The dissertation of Ramesh Bahadur Singh for the degree of *Master of Philosophy* presented on *"Challenges and Coping Strategies of Teaching English in an Under-Resourced Context: A Narrative Inquiry"*.

APPROVED BY

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Asst. Prof. Bharat Prasad Neupane, PhD

Dissertation Supervisor

The study explores challenges and coping strategies of English teachers in an under-resourced context. It investigates the existing situation for effective English teaching in rural public secondary schools. The study follows an interpretive research paradigm with narrative inquiry. The study area of the study was two public schools in Dadeldhura district of Nepal. The data was collected using the in-depth interview guideline with open-ended questions. After data collection, the data was analyzed and presented thematically to meet the objectives of the study.

The study reveals significant challenges faced by English language teachers in under-resourced rural schools in Nepal. These challenges encompass various facets, including the limited availability of adequate technological resources, which obstruct effective language instruction and classroom engagement. Additionally, the scarcity of teaching materials hampers the delivery of comprehensive lessons, and the prevailing low English language proficiency among students inhibits the implementation of student-centered learning strategies. Overcrowded classrooms compound these issues, making classroom management and personalized attention a formidable task.

Despite the obstacles, the study highlights several coping strategies employed by these dedicated teachers. Notable among these strategies include a strong focus on vocabulary development, involving the introduction of new words and ensuring students comprehend their meanings through regular practice to enhance language skills. In the absence of sufficient teaching materials, educators utilize innovative

approaches, such as personal devices like phones and laptops, as alternative audio-visual aids, proving effective in supplementing instruction. Moreover, alternative teaching methods, including group discussions and project work, are implemented to maintain student engagement, even within overcrowded classrooms.

Hence, the study underscores the need for targeted interventions to address weak language skills, enhance practice and interest in English, align the curriculum with students' proficiency levels, provide adequate teaching resources, address overcrowding issues, emphasize vocabulary enhancement, and foster motivation and inspiration among students. Implementing strategies to bolster teacher training, resource allocation, and classroom management can contribute to a more conducive learning environment. The efforts made by teachers such as include targeted interventions, support systems, or educational approaches, can be effective to empower students, enabling them to enhance their language skills and reach their academic potential.

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This dissertation entitled "*Challenges and Coping Strategies of Teaching English in an Under-Resourced Context: A Narrative Inquiry*" presented by Ramesh Bahadur Singh on the…………………...

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I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

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DEDICATION

This dissertation is dedicated to my valued teachers who inspired me to see light in the darkness, showed me the bright future because of education, who held my hand to help me come out of the confusion, found me when I was lost and filled me up with ideologies to make me able to complete my goal.

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Ramesh Bahadur Singh

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LIST OF ABBREVIATIONS

B.Ed.	Bachelor of Education
COVID-19	Corona Virus Disease of 2019
DWE	Disorder of Written Expression
EFL	English as a Foreign Language
EIL	English as an International Language
ELT	English Language Teaching
EMI	English Medium Instruction
ESL	English as a Second Language
IA	Intermediate of Arts
ICT	Information and Communication Technology
KU	Kathmandu University
LSTM	Long Short-Term Memory
M.Ed.	Master of Education
MOI	Medium of Instruction
NES	Native English speakers
OER	Open Educational Resources
SDGs	Sustainable Development Goals
SESP	School Education Sector Plan
SMC	School Management Committee
SSDP	School Sector Development Plan
TFA	Teach for America
TU	Tribhuvan University

CHAPTER I

INTRODUCTION

The teacher is a responsible agent in transferring knowledge to students, whether in the classroom or beyond it. As the educator becomes a guide or facilitator, fostering an environment that encourages exploration, collaboration, and critical thinking. If the instruction is exposed from the perspective of the teacher, teaching-learning activities can produce better results (Crystal, 2003). This chapter begins with my story of long involvement and experience in being a scholar of English Language major and teaching at the secondary level and intermediate level of Far Western Region. This chapter provides the rationale of the study, the grounded context, and how the idea of the study emerged. This chapter also offers the research purpose, research questions, and the delimitations of the study.

Background of the Study

I passed my School Leaving Certificate (SLC) from Shree Siddhanath secondary school, Chandani Dadeldhura securing second division in 1998. There were only fifteen students in my school where I secured the first position in SLC. The subject that I was most interested in school was English due to which I selected to major in English in 11 and12 grades as a student of I.A. After this I joined B.Ed. in English Language Education at Dadeldhura education campus. After passing my B.Ed. I passed the M. Ed course at Tribhuvan University (TU) in 2010 majoring in English Language Education. I was eager to complete my higher education but there were a lot of responsibilities on my shoulder. The COVID-19 pandemic also brought a lot of changes in the learning system. During that time, I got some information from the Dean of the School of Education, Kathmandu University, through Facebook. Hemade me aware of the M.Phil. Program at Kathmandu University (KU). He advised me also to join KU for an MPhil degree. My sole motto was to get knowledge about new trends in the English language. However, the major challenge as a teacher of a government school was not being appointed as a permanent 11 and12 grade teacher. But God had some new plans for me and I was able to fulfill my dream of higher education at Kathmandu University.

After the completion of my M.Ed. from Tribhuvan University, I started teaching in Kathmandu. But being a resident of Dadeldhura district, my parents and

teachers wanted me to teach in my hometown. I was appointed as 11 & 12 grade English Language teacher in Shree Bhuwaneshwari Model Secondary School of Parigaun, Dadeldhura, Nepal in 2011. When I first entered the classroom there was a lack of modern technology and proper teaching methods. Chalk and talk methods was the most used teaching methods by school teachers. The headmaster of that school had also previously taught me in my school life. So, it became easy for me to request a whiteboard for the classrooms. I convinced him regularly regarding the initiation of upgrading the teaching tools and gave him creative ideas and suggestions to make necessary changes. Teaching English in the school posed numerous challenges. For instance, limited access to relevant teaching materials and technology made it difficult to engage students effectively, hindering the development of their language skills. Students were so weak in all aspects of the English course such as writing, speaking and reading. Students exhibited difficulties in various aspects of the English course.

I faced many challenges during that period while teaching the English course. I made every effort to influence all the teachers to bring changes in the field of teaching-learning systems. I actively engaged with all teachers, advocating for changes and improvements in the teaching-learning systems and became successful to be one of the first model school in Dadeldhura district by 2018. But still, in my school and the whole district, English Language teachers and students are facing different challenges in the teaching-learning process. Henceforth, my study is an impetus from my personal experience. Being a teacher from a rural area of Nepal, I have experienced teaching English language in distant and isolated rural school regions. So, I was inspired to conduct my study.

The instruction of English has transitioned from being a foreign language to being taught as a global language, due to the language's rapid growth and widespread use around the globe (Saud, 2020). The English language has become a choice for teaching and learning languages in Nepal. Many people believe that English is the universal language. Its acquisition can ensure opportunities for employment, travel, advanced schooling, and an even healthier quality of life are available (Crystal, 2003). It can be challenging to impart English language subject as a foreign language in developing countries in general (Akbari, 2015), with Nepal being one of them in particular.

Moreover, English partakes and been adopted as an obligatory subject in schools and colleges in numerous countries where English is not the primary language

(Dhami, 2021). English has been incorporated into the curricula of Nepalese universities and schools, and it has received a lot of attention in our schooling culture. Access to and use of the most recent scientific and technological resources primarily written in English requires a sufficient level of English language proficiency (Akbari, 2015). In general, Nepal has three levels of education: preschool education (kindergarten), school education (primary and secondary), and higher education (University level) (Nath, 2022). In educational institutions, English is a mandatory subject of instruction. Naturally, the private sector has already begun implementing English as the mode of teaching however, most of the public schools still teach in the Nepali language. The only subject that is taught in the English language is English itself in public schools. In rural areas of Nepal, the state of the English language is very miserable. However, English language instruction in Nepal has significantly improved over the past three decades. The structure of education, pedagogies, and higher education institutions have all undergone change (Bista, 2011).

Given that English is a mandatory component of the school curriculum, it's reasonable to presume that students who have completed these courses possess a strong grasp of the language. The average literacy rate in the nation is 54.1%, so things are notquite as rosy as they first appear. In addition, the educational environment is woefully inadequate. However, having proficiency in the use of the language has become mandatory for employment in several fields, inspiring a generation to become fluent in it (Seki, 2015).

Rationale of the Research

Nepal is a multilingual and multicultural country with a wide variety of languages; however, this poses difficulties for the nation's under-resourced educational system. Most schools use Nepali as their primary language of instruction; however, there has been a shift in the language of instruction (MoE, 2016). On the other hand, English has been the primary language of instruction in the majority of private schools, and it is increasingly being used in community schools. Also, English is generally in demand by parents and communities due to globalization and demands on the international market (Joshi, 2020).

However, the majority of community schools lack the staff and instructional supplies that are necessary to effectively provide the English-language curriculum (MoE, 2016). There are areas still left to explore in Nepal where rural schools are

facing challenges to teach the English language despite having demands from the students, parents, and the community or having a policy from the government.

Therefore, the rationale of my study is to understand the ontological premises challenges, and coping strategies while teaching English subjects in rural contexts. As a researcher, I present how the stories and lived experiences of English language teachers contribute to grasping the obstacles they face and the tactics they employ when instructing English subjects in rural settings (Bhatt, 2023).

Besides, the government and language policymakers will gain from knowing the current demands of the public regarding English teaching and will be informed, giving them the chance to review and improve the policy (Bista, 2011). Similarly , it is anticipated that this research study will be helpful to both students and teachers who have been studying and teaching English at the secondary level, as different teaching strategies are used to help students comprehend the subject's content. The teachers might be knowledgeable about new methods and resources for teaching English effectively. They will also have the chance to consider, assess, and enhance their teaching, and they will be able to develop innovative teaching strategies and methods (Bisural, 2022).

Additionally, it provides information on the English language teaching system used in Nepal's rural public schools as well as a look at the challenges and potential of the English language. All the people who are engaged in teaching and learning language will benefit from the findings of the study. Because my study places a strong emphasis on the current situation, difficulties, and strategies for effectively teaching English, it will especially benefit secondary-level English teachers, inexperienced teachers, parents, and the school management committee It can aid in understanding the specific challenges that rural schools in Nepal face when teaching English language (Aryal et al., 2018), which can then be used to provide insights for the creation of focused interventions and support programs to improve language instruction in these schools.

The results of this research carry important consequences for improving English language education in under-resourced contexts. These implications include aligning language proficiency assessments with the curriculum, ensuring access to teaching resources, addressing classroom overcrowding, promoting language practice among students, and creating a positive classroom environment to enhance language learning outcomes.

Furthermore, it can aid in identifying and addressing the fundamental economic and cultural elements that play a part in contributing to the difficulties that rural schools face when teaching English (Adhikari, 2019). It can assist in identifying the resources and support that rural schools require to boost the quality of English instruction and increase students' proficiency in the language. It can help to improve education quality and increase access to opportunities for rural students in Nepal by providing them with the language skills they need to succeed in school and in the workforce (Dhami, 2021). It can also help to identify best practices and strategies for teaching English in rural schools that can be replicated in other areas by providing comparative insights on language education in different regions of Nepal. Last but not least, this research will be useful for future studies in the related field.

<div align="center">**Problem Statement**</div>

In Nepal, the English language is a crucial component of education, taught and studied at all levels. Despite its significance, a persistent disparity exists in the achievement of students in English compared to other subjects, indicating its challenging nature (Saud, 2020). This gap in English proficiency is particularly pronounced in rural schools, where various factors hinder effective teaching and learning. The current research landscape lacks a comprehensive understanding of these challenges and viable solutions, creating a critical gap in addressing the issue.

Understanding the distinct challenges faced by rural schools, regarding education and the process of instructing and acquiring knowledge in Nepal. English is essential due to several reasons. English proficiency is pivotal for academic and professional advancement, making it crucial for students to develop adequate language skills (Barksdale et al., 2021). The prevailing dearth of qualified teachers, limited resources, cultural barriers, and socioeconomic hardships compounds the English proficiency gap among rural students. As a result, their educational and professional prospects are severely curtailed, limiting their participation in the globalized world (Panthee, 2020). Hence, there is an urgent need to delve into these challenges and formulate effective strategies to bridge the gap in English language proficiency among rural students.

Prior studies highlight the inadequacies in English education within Nepal's rural context. Timsina (2021) notes the apparent mismatch between teaching efforts and desired outcomes, suggesting a disparity between instructional methodologies and students' performance. Additionally, Saud (2020) emphasizes the global adaptability

of English teaching approaches due to its decentralization as a language. Seki (2015) underscores the prevalence of underqualified instructors, including substitutes and untrained teachers, contributing to the existing challenges. These studies collectively emphasize that the challenges in rural Nepalese English education are recognized by educators themselves.

The repercussions of this issue are far-reaching, as rural Nepalese students struggle to acquire the English language proficiency necessary for academic and career success. The lack of proficiency perpetuates educational and socioeconomic inequalities, ultimately impeding their ability to engage effectively in a rapidly globalizing world (Ghimire, 2022). A notable gap that caught my attention pertains to the unexplored territory within the circumstance of English instruction in Nepalese rural schools. The deficiency encompasses a dearth of qualified educators, inadequate training, and outdated materials, which collectively impede effective language education and communication proficiency. While existing global and South Asian research acknowledges these challenges, a specific void remains in comprehending the unique teaching obstacles and strategies within Nepal's resource-constrained environment.

This gap highlights an insufficient understanding of the distinct challenges encountered by rural schools in Nepal when it comes to English language instruction, coupled with a lack of research investigating effective strategies to surmount these obstacles. Motivated by the urgency of this issue, I embarked on a research endeavor aimed at unravelling the complexities of teaching English to rural students in Nepal. Directed by the overarching question, "How do English language teachers at the secondary level navigate their teaching experiences within Nepal's under-resourced context?" I embarked on this study to illuminate this pressing concern and contribute meaningful insights to the field.

Purpose of the Study

The study explores the challenges faced by English language teachers in an under-resourced context and their coping strategies for effective teaching English in rural public secondary schools.

Research Questions

a. What challenges do English language teachers face while teaching in an under-resourced context?

b. How do English language teachers cope with the challenges?

Delimitation of the Study

My study's primary focus was on the difficulties encountered by English instructors in the instruction of the English subjects. The data collection was done with a four school teachers within limited time i.e., 1 month and resources. The findings of this study were based on narrative inquiry that is frequently specific to the individuals and contexts from which the stories were collected,may pose challenges in generalizing the study's outcomes. Thematic delimitations exist as the study primarily delved into the difficulties encountered by English instructors, and methodological delimitations stem from the use of narrative inquiry as the predominant research approach.

Structure of the Study

This dissertation is structured into six chapters. The first chapter encompasses the study's introduction, where I share my inspirational journey and personal stories that set the stage for my MPhil research. It covers the study's rationale, problem statement, purpose, including two research questions, and delimitation of the study. In the second chapter, I provide a conceptual review of the literature, introducing the context of limited resources, the condition of English language instruction in Nepal, and the associated challenges and strategies. This chapter also discusses empirical studies, research theories, existing policies, research gaps, and the conceptual framework. The third chapter summaries my research methodology, including philosophical considerations, research paradigm, participant selection, methods for gathering data and analyzing data, and the process of interpretation and meaning-making and also take into account ethical concerns and quality standards. Chapters four and five present the narratives of participants' stories categorized into various themes, accompanied by theoretical discussions. Lastly, the sixth chapter encompasses the conclusion, implications, and reflections.

CHAPTER II

LITERATURE REVIEW

Over the past few years, there has been much debate and discussion about the teaching of English in rural schools in Nepal. This chapter explores the thematic, empirical ,and theoretical reviews, research gap, policy review, and conceptual framework of the study.

Under Resourced Context

In my understanding, under-resourced contexts refer to settings where there are insufficient resources to adequately support the educational needs of students and teachers. These settings encompass a shortage of basic resources such as teaching materials, textbooks, and classroom equipment. Additionally, they may lack access to more advanced resources like technology, specialized training, and professional development opportunities. Specifically within the context of teaching English in Nepal, under-resourced settings may also involve a dearth of English language learning materials, trained English language teachers, and funding to support English language instruction. These under-resourced contexts pose significant challenges for both teachers and students, potentially impacting the overall quality of education they receive.

Under-resourced contexts as environments as "a variety of factors (such as inadequate funding, limited access to learning resources, and socioeconomic disadvantages) negatively impact the ability of students to learn and the ability of teachers to teach effectively" (Curtis, 2021, p. 15). Curtis observes that under-resourced contexts can be found in many parts of the world and can take various forms, such as schools with a lack of books or basic classroom materials, institutions without access to modern technology, and classrooms with large class sizes that prevent students from receiving individualized attention. Furthermore, under-resourced contexts may be characterized by a lack of qualified or trained teachers, as well as those who are overworked and underpaid.

Similarly, well-thought-out the connection between teacher turnover and working conditions in Ghana defines, "working in under-resourced communities, as defined by high poverty rates and a lack of community and educational infrastructure" (Schwartz et al., 2019, p.3). Various studies have recognized under-resourced context

as insufficient space and overcrowding (Coleman, 2018; Zulu et al., 2006), insufficient time spent (Farbman, 2015), inadequately planned teaching materials (Chirwa & Naidoo, 2016), restricted access to modern technologies (Huang & Hong, 2016), and and a deficiency in initial teacher training and continuous professional development opportunities for educators (Bietenbeck et al., 2018).

Nonetheless, several nations categorized as having abundant resources also feature numerous inadequately funded schools. Tatel (1999) reported on "teaching in under-resourced schools" in the United States that critiques the Teach for America (TFA) program, which deploys individuals who have recently graduated from college. With little or no formal teacher education in low-income urban and rural schools (Tatel, 1999). Kokka (2016) examined the factors that motivated math and science educators from diverse backgrounds to remain in "under-resourced urban school" (p.1) in the United States and found that the teacher's satisfaction and retention were influenced by the intrinsic social and emotional benefits they derive from interactions with students

In the South Asian, traditional teaching methods that rely heavily on memorization and teacher-centered approaches are prevalent in classrooms, limiting students' active participation and critical thinking abilities. Moreover, educational systems in the region still grapple with issues like the use of corporal punishment and discrimination, particularly affecting girls' access to education, notably in Afghanistan and Pakistan (UNICEF South Asia, 2021). Additionally, a significant obstacle faced in South Asian countries is the inadequate availability of essential teaching resources such as textbooks, learning materials, and technological tools. The absence of the opportunity to quality teaching resources hampers the delivery of effective and interactive instruction, ultimately hindering students' academic achievements and their prospects for meaningful employment. To address these challenges, there is a pressing need to prioritize improvements in teaching quality, learning methodologies, and skill development (UNESCO- South Asia, 2022). These improvements can play a crucial role in reducing dropout rates, facilitating smooth transitions from early childhood education to primary and secondary schooling, and adequately preparing students for a successful transition from school to the workforce.

The country grapples with limited financial resources, inadequate infrastructure, scarcity of teaching materials, and a shortage of trained and qualified teachers. These resource constraints significantly impact the process of instructing

and acquiring knowledge, hindering students' access to a comprehensive and effective education (Seki, 2015). Teachers in Nepal often struggle with limited access to teaching resources, outdated curricula, large class sizes, and a lack of professional development opportunities. Despite these challenges, educators in Nepal demonstrate resilience and resourcefulness, employing innovative teaching strategies and making the most of the available resources to generate appealing and meaningful wisdom understandings for students (Shrestha & Gautam, 2022). However, addressing the resource gaps in the education system remains crucial to certify equitable admittance to quality education for all students in Nepal.

Situation of Teaching English Language in Nepal

According to the National Population and Housing Census, 2021, the overall literacy rate has seen an uptick, reaching 76.2%. Among genders, male literacy stands at 83.6%, while female literacy is at 69.4%. The majority of literate individuals have finalized their primary education (28.7%), with lower secondary education following closely (19.9%). Furthermore, 9.5% have successfully completed S.L.C or an equivalent level of education. Moreover, 19.5% have attained higher levels of education, showcasing advancements in educational accomplishment. In rural areas, approximately 71.89% of the population aged 5 years and above possesses the ability to both read and write. A small proportion, around 0.48%, can only read without the ability to write. On the other hand, about 27.63% of the population in rural areas faces challenges as they cannot read or write (National Population and Housing Census, 2021). This data underscores the varying levels of literacy and underscores the need for targeted educational initiatives to improve literacy rates and provide equitable learning opportunities.

In Nepal, the introduction of English-language instruction commenced in 1854, during the era of the Rana dynasty. Despite the country's linguistic diversity, encompassing one hundred and twenty-three distinct ethnolinguistic communities, English began as a foreign language but gradually outpaced Nepali to become the second most widely spoken language in various spheres of society. It has a lengthier history within Nepal's education system compared to the Nepali language. English in Nepal has been associated with notions of privilege, authority, and societal disparities, stemming from its initial use by monarchs and the elite for their personal political and self-serving interests. Consequently, many individuals from lower socioeconomic

backgrounds or rural areas still encounter challenges in acquiring proficiency in this language (Bhandari et al., 2009; Shrestha & Gautam, 2022).

The introduction of English to Nepal dates back to the middle of the seventeenth era. With the assistance of the UN organization for education, systematic, and social affairs, the curriculum in Nepali schools has been heavily influenced by American models (GoN & MoHP, 1991). English is typically taught as the first language and Nepali serving as the second in majority of private schools. Thus, English-medium schools are becoming more popular in Nepal.

A study conducted by Bhattarai (2017) in Taplejung district, the English language teaching (ELT) situation was unsatisfactory there. Taplejung is a part of Nepal that is in a remote area where transport still has notmade it to every part of this district as of yet so, books are therefore not timely available. In this district, English is the subject with the highest failure rate and most of the teachers lack formal education. Teachers do not use contemporary ELT technologies in the classroom because of a lack of electricity and their awareness of this fact and the infrastructure was not in good shape.

The macro-government policy on education mandates that English and Nepali be taught in the curriculum as required subjects in addition to being used as MOIs. Foreign languages including Korean, Japanese, Chinese, and German are also studied, especially by young people and adults for a multiplicity of reasons, including work, trade, and education, in addition to Nepali, the English language, and various ethnic/indigenous dialects. These foreign language courses have primarily been provided by educational institutions and consultancies, separate from the conventional educational system (Poudel & Choi, 2021).

Challenges of Teaching English

As English continues to be a dominant language of global communication, the demand for English language instruction has increased exponentially. However, this global demand comes with various obstacles that teachers must navigate. These challenges include linguistic and cultural diversity among learners, varying proficiency levels, limited resources, differing educational systems and standards, and the need to integrate technology effectively (Teaching abroad, 2022).

Additionally, teaching English in a global context requires a nuanced understanding of cultural sensitivity, intercultural communication, and the ability to foster inclusive learning environments (Copland et al., 2014). Despite these

challenges, educators play a pivotal role in empowering learners with the language assistances necessary for success in an increasingly interconnected world. According to education experts Roberts and Green (2013), in order to stop or change what makes rural students rural, they must change. Spatial blindness is a key cause for concern, and rurality has been associated with traditionalist, negative, and even backward views since it implies that children from urban and rural regions have similar needs (Roberts & Green, 2013).

South Asia is home to a rich tapestry of languages and dialects, making English instruction a complex endeavor. Teaching English poses unique challenges for educators due to the region's diverse linguistic, cultural, and socioeconomic landscape (Neupane & Joshi, 2022). Educators must navigate the intricacies of multilingual classrooms, where students may have varying levels of English proficiency and different language backgrounds. Additionally, socioeconomic disparities and limited access to resources can hinder effective English language instruction (Erling, 2014). Cultural factors, such as traditional teaching methods and societal expectations, also influence the teaching and learning process. Despite these challenges, educators in the South Asian context play an essential part in preparing students with the English language skills necessary for academic, professional, and personal growth in an increasingly interconnected world.

Bhattarai (2017) claims that there have been lots of challenges and problems in Nepal as well as around the globe regarding teaching English. Janga Bahadur Rana established Darbar High School in 1910 B.S., marking the start of English language instruction and study in Nepal more than a century and a half ago (Bhattarai, 2017). The ELT situation, however, has not significantly improved, despite its lengthy history, this industry faces significant challenges (Bhandari et al., 2009). According to Bhandari and Lal, (1999), challenges of ELT in Nepal encompass a lack of stable policy, instructional mode controversy, limited research, insufficient language proficiency among teachers, inadequate infrastructures, and an approach to English that extends beyond the circumstances of poverty.

Aryal et al., (2018) shared that some challenges in teaching English include a lack of well-trained teachers, mixed ability classes, overcrowded large classes, reduced physical facilities in academic institutions, linguistically heterogeneous classes, and insufficient professionalism in English teachers. Awasthi (2010), mentioned that the size of the classroom made teaching theoretical, insufficient

physical facilities, education institutions lacked adequate funding to conduct research on ELT and classroom practices, lack of coordination between programs for educating future teachers, materials and electronic resources were expensive and seen as a luxury. Also, there was no database of instructors of the English language across various educational levels, and there was a lack of adequate English language preparation.

According to Sah (2021), preparatory university courses and curricula and programs for teachers undergoing training while already in service that do not appear to adequately arrange teachers to address social justice issues in their diverse classrooms, despite legal requirements to equip elementary educators for a diverse and inclusive environment. Modern primary teacher preparation programs prefer to concentrate on broad pedagogical abilities, English language fluency, instructional strategies, and curriculum design.In some aspects, Nepal offers a promising future for English as Sharma (2022), confirms a language shift among the new generation, moving from their mother tongue to Nepali and further to English, reflecting the complex dynamics of language adaptation in Nepal.

However, the absence of adequate English teachers and learning resources, as well as the adoption of English medium schools by other subject teachers with inadequate English, have presented numerous difficulties (Shrestha & Gautam, 2022). Nevertheless, SSDP came to an end in July 2021, and its execution was surrounded by numerous difficulties, including a transitional phase for the provincial governments and teachers who lacked the necessary skills to meet the program's objectives. In rural places, technological use for education has largely been nonexistent.

While this challenge does not solely pertain to the field of English education, supplying English textbooks to students residing in distant regions has often proven to be a formidable task. Furthermore, there exists a noticeable gap in accessing supplementary resources, with online materials and smartphone availability being more prevalent in urban settings compared to rural areas. Consequently, children residing in rural regions may encounter limited opportunities to acquire proficiency in English, potentially leading to subpar academic performance among rural students (Acharya et al., 2020).

Teachers have had to cope with issues such as a student's difficulty comprehending a new language, communicating with friends in English, deriving meaning from textbooks, etc. (Panthee, 2020). The teachers in community schools

have encountered a variety of difficulties when implementing EMI, including language issues, difficulty understanding specialized terminology or scholarly language, cultural issues, students' limited exposure to the English language, interference from mothers' native tongues in the classroom, low student proficiency in English, insufficient parental and societal support and encouragement, and a scarcity of inspiring educational resources (Khatri, 2019).

Strategies for Teaching English

Teaching English necessitates educators to navigate diverse linguistic and cultural landscapes, extending beyond conventional instructional methods. Globally, there is an increasing inclination towards pedagogical approaches that prioritize student-centered learning and utilize technology as a supportive tool. This shift aligns with broader efforts in education aimed at formulating students for future success by equipping them with essential skills and competencies (Barksdale et al., 2021). The worldwide character of the English language education requires the implementation of strategies that address the needs of multicultural and multilingual learners while accommodating varying levels of language proficiency. To achieve success in this context, educators must foster cross-cultural understanding and create inclusive and interactive learning environments (Baker & Westrup, 2000). It is essential to incorporate authentic and culturally relevant materials, leverage technology and multimedia resources, promote learner autonomy and critical thinking skills, and employ differentiated instruction tailored to individual student requirements (Oktavia et al., 2022).

English is often taught as a foreign language in South Asian countries, with varying levels of proficiency among learners. The variety in language and culture presents educators with the challenge of accommodating different language proficiencies and learning styles in their classrooms (Brinkmann, 2018). To address these challenges, effective teaching strategies in the South Asian context focus on tailoring instruction to meet the specific needs of learners. One common strategy is incorporating local cultural content into lessons, which not only makes the learning experience more relevant and engaging but also promotes cross-cultural understanding (Neupane a Joshi, 2022). Additionally, providing ample opportunities for meaningful language practice, such as through role-plays, group discussions, and real-life simulations, allows learners to develop their communication skills in authentic contexts. The usage of technology and multimedia resources, such as

interactive language learning software, online language platforms, and educational videos, can enhance engagement and facilitate language acquisition. Furthermore, interactive and communicative language exercises, like working in pairs or groups,and language games, encourage learners to actively participate and engage with the language (Copland et al., 2014).

An extensive range of contexts is used for both English teaching and learning. One approach cannot meet the demands of every learner in Nepal, owing to the variedness of local learning cultures. Since their students are learning English in multilingual and multicultural contexts, bilingual teachers must use culturally sensitive teaching strategies. The importance of EIL and its relevance to regional culture were demonstrated by the increasing number of bilingual English speakers (McKay & Bokhorst-Heng, 2017). An appropriate EIL pedagogy must assume control of English instruction by choosing subject matter and delivery strategies that are appropriate for the local setting (Saud, 2020). . What is acceptable in a global setting might not be acceptable in a local setting. In this regard, local ELT professionals must think globally but act locally in order to develop an effective pedagogy for the teaching of EIL (Kramsch & Sullivan, 1996).

When teaching and learning English in the current globalized world, situation and culture are the two key factors to consider. The application of a universal sizing approach by Western standards is inappropriate in Nepal due to its diverse cultural and linguistic landscape. Nepal encompasses a rich tapestry of cultures and languages within its borders, making it essential to consider and respect this diversity when implementing approaches or standards.The nature of educating and learning English has changed significantly throughout the world, including Nepal, as a result of a sharp rise in English speakers, both within and outside of established circles, and a change in the culture that underpins English. The term "EFL" in Nepal needs to be updated, as English has emerged as the primary language in the realms of technology, education, tourism, translation, and academia (Saud, 2020).

Teaching languages is more difficult at the same time. The methodology is more crucial than the content. Despite receiving low pay, teachers face high levels of stress. The training that English language teachers need to follow the changes in methodology is not being provided. Although the amount of time needed for language instruction was considerable, it was insufficient. The majority of schools in Nepal do not have listening devices like cassette players or CD players, etc. Even educators

lack the skills necessary to use the new technology. Nepal has linguistic and cultural diversity presents ELT with yet another formidable obstacle. In different cultures, the roles and status of the teacher and students are viewed differently (Bhattarai, 2017).

<p style="text-align:center">Challenges of Teaching Large Classes</p>

English is widely used and is spreading quickly in the global sociolinguistics waves of change in the cultural, economic, societal, and political spheres. Due to the direct connection between these forces and globalization, scholarly literature has discussed the position of English from a sociolinguistics standpoint in particular (Steger, 2017). EIL pedagogy has looked to be the most frequently recommended technique in English pedagogy due to global adoption of English as a reaction to conventional English language instruction that prioritizes monolingual native English speakers (NES) as the standard (Marlina, 2017; McKay & Bokhorst-Heng, 2017).

In reality, globalization is a process that unites national economies, cultures, technologies, and systems of government. Globalization can be characterized by the unrestricted flow of capital, goods, and services. Due to improvements in communication and transportation technology, globalization has become a more complex phenomenon. Presently, globalization is a major potency in almost every sphere, including profession, philosophy, and ethos (Saud, 2020). In Teaching English to Speakers of Other Languages (TESOL), and applied English linguistics, Second Language Acquisition (SLA), EIL represents a paradigm shift. This is partly due to the difficulties brought on by English's recent and rapid global expansion (Sharifian, 2009). It is dynamic to understand that EIL does not pertain to any specific English vernacular.

Baker and Westrup (2000) listed several issues with teaching large classes, including fixed or hard-to-move desks and chairs, students occupying tightly arranged rows, limited space for the teacher's mobility within the classroom, thin partitions separating classrooms, and noise disruptions affecting neighboring classes. Therefore, a welcoming and engaging environment is necessary for for teachers to meet students' requirements and accomplish learning objectives.

An exploratory study was conducted by Şahan and Sahan (2021), on the difficulties beginning EFL teachers encounter in Turkish settings with under-resourced context. The study found that, insufficient resources, huge class sizes, and insufficient backing from those in administrative roles and peers present a variety of difficulties for new EFL teachers. The study contends that these difficulties may have

an unfavorable consequence on the usual EFL instruction and learning in underdeveloped areas. The study revealed that inexperienced EFL teachers require greater assistance and instruction to help them deal with the particular difficulties of teaching in under-resourced locations. The study recommended that decision-makers and administrators give priority to funding underfunded schools and increase support for EFL instructors in these situations

According to the study conducted by Akbari (2015) in Iran, the procedure of instructing and acquiring the English language as a non-native or foreign tongue, faces numerous challenges that impede effective instruction. The research examined the obstacles confronted by teachers in delivering English language education to EFL learners and identified several significant hurdles. These include constraints such as limited instructional time, classrooms characterized by large student populations, the presence of diverse learner needs and abilities, inadequate availability of resources and materials, and the added pressure of preparing students for exams. These challenges collectively impact the ability of teachers to implement effective teaching strategies and foster optimal language learning outcome.

Linguistic Difficulties as a Challenge

Similarly, a study was conducted by Pun and Thomas (2020) in Hong Kong to examine the challenges and coping strategies of teachers of public schools in English medium instruction (EMI). The findings reveal that teachers encounter various difficulties in implementing EMI, including linguistic challenges, lack of proficiency in English, limited resources and materials, and adapting to a new teaching approach. These challenges can impact the quality of instruction and student learning outcomes. However, the study also highlights the resilience and adaptability of teachers, who employ coping strategies such as professional development, collaboration with colleagues, use of supplementary materials, and innovative teaching methods to address the challenges. Despite the obstacles, teachers demonstrate a strong commitment to providing effective EMI and ensuring student success.

English proficiency unlocks numerous opportunities, serving as a common language for communication across diverse language groups in South Asia and beyond. It is viewed as a catalyst for upward mobility, providing access to higher education, employment prospects, and global platforms. English plays a pivotal role in various domains, including science, technology, business, and academia, driving economic development (Erling, 2014). However, teaching English in the South Asian

context presents unique challenges. The region's linguistic, cultural, and socioeconomic diversity poses obstacles that educators must navigate to deliver effective English language instruction.

According to Kalia (2017), teaching and learning English in India has always presented challenges for both teachers and learners. The researcher sheds light on the prevailing tendencies, matters, and challenges faced by language teachers and pupils. The study illuminates several barriers, such as overcrowded classrooms, students from rural areas, lack of motivation and self-assurance, low literacy rates, difficulties in literacy skills, unrealistic curriculum, limited engagement and responsiveness, and a scarcity of competent and certified teachers. These factors collectively impede the successful implementation of high-quality education and hinder the cultivation of essential skills.

A study was conducted by Zhang (2022) to find out the use of open educational resources (OER) for self-directed professional development by a group of English teachers from a remote high school in China. The study discovered that OER can significantly contribute to enabling teachers' self-directed professional development in environments with limited resources. The results demonstrated that OER can give teachers access to current information, useful instructional suggestions, and chances for collaborative learning. The study also emphasized the difficulties of utilizing OER in settings with minimal resources, such as restricted access to technology and insufficient support from school administrators..

Karim et al., (2020), piloted a study on developing a multichannel convolutional long short-term memory (LSTM) establishing a network with the goal of developing classification standards for the underprivileged Bengali language.The study suggested that LSTM network successfully classified the Bengali text samples according to their source domain with a high degree of accuracy. The study argues that the strategy can support the development of natural language processing tools for languages with limited resources and address the issue of under-resourced language processing.

A study was conducted by Kuchah (2018), that discusses the difficulties of teaching English to young students in problematic situations in developing countries. The study contends a different strategy from conventional English language instruction is needed when teaching English in challenging situations. The study offers a variety of tactics for teaching English to young students in challenging

situations, such as incorporating parents and the community in the learning process, using songs and games to engage students, and employing visual aids to overcome linguistic hurdles. The study also underlines the value of supporting and educating teachers in these situations.English language education is crucial in Nepal across various education levels. However, challenges arise in achieving desired English proficiency among students and meeting course objectives for teachers. Both students and educators struggle with English language skills, impacting effective communication. Despite efforts and investments, there remains a perceived deficiency in English language competency among job market entrants (Timsina, 2021).

Due to the children's varied linguistic and cultural backgrounds and limited exposure to English, the teacher has had difficulty implementing EMI. In a similar vein, Khatri (2019), found that English teachers face a variety of difficulties when using the language as a medium of instruction, including low student disclosure to the language, meddling from students' native tongues in the classroom, low proficiency in the language, lack of parental and societal support, an absence of an inspiring atmosphere for educators, and inadequately resourced and well-facilitated schools.

A study conducted by Saud (2019), showed that linguistic diversity in English classes can be a useful tool for teaching and helping students acquire effective intercultural competence so they can function in social contexts with a variety of cultural backgrounds. The findings revealed that even if linguistic diversity is a problem for English language teachers, intercultural awareness can turn it into a chance for learning. The study found that multilingualism as a learning resource has been hindered by the public schools' EMI language policy

Another qualitative study was conducted by Bhatt (2023), in public schools of Kathmandu, Bhaktapur and Lalitpur districts of Nepal to investigate the teaching of reading comprehension by English language educators, including an exploration of the challenges encountered by students in this regard, as well as the strategies employed by teachers to address these challenges. The research identified various obstacles that teachers encounter when instructing English in public schools. These challenges include students' difficulties with vocabulary, lack of background knowledge related to the text in readers, problems with making inferences, struggles in understanding technical texts, and more. In response to these challenges, teachers employ various strategies such as questioning techniques to teach vocabulary,

implementing peer-assisted learning strategies, and providing simplified explanations of the text.

Teaching English in Resource-Limited and Multilingual Environments

Wickham and Versfeld (1998), have identified the best methods for teaching English in environments with limited resources and multi-languages in developing nations. The study found that teaching English as a language for communication should take precedence over teaching a rigid set of grammar rules. Also, recognizing diverse linguistic and cultural heritages of students, teachers should adapt their teachings to take into account the existing knowledge and experiences of their students. This will actively involve students in their own learning, as teachers should employ a variety of interactive and learner-centered teaching strategies, including group projects, peer evaluation, and problem-solving exercises. The study further added that the language and cultural variety of their students should be valued and recognized by teachers who foster a good and encouraging learning environment.

A study was conducted in South Africa by Kajee (2011), to investigate the ways that identity is portrayed and negotiated in ESL classrooms. The study makes the case that multimodal representations give ESL students from under- resourced environments the flexibility and agency to rethink meaning. The study showed that students employed a variety of representational strategies to negotiate their identities in the ESL classroom. The study found that the strategies were influenced by elements like language ability, social standing, and cultural background. The study suggested that a deeper comprehension of these identity negotiations can enhance ESL instruction and student learning in South Africa, where multilingualism is the norm.

A study conducted by Adhikari (2021), in Nepal Indicated that the incorporation of contemporary technology into the instruction of the English language has introduced about positive changes in students' and teachers' academic performance. However, teachers face challenges due to the absence of suitable technologies and teaching materials in the classroom. Limited accessibility, affordability, and a shortage of ICT-skilled human resourcehinder the effective implementation of technology in Nepali educational institutions. Scarce ICT infrastructures and skills, fragile internet, among teachers and students further impede the incorporation of technology in the education system.

Incorporating Engaging Activities in Large English Classes

Erlina et al., (2022) conducted a study in Indonesia to investigate how English teachers view the difficulties and tactics when instructing in sizable class settings. Based on the analysis of the collected data, this study identified several notable challenges experienced by the participants when teaching English in large classes. These challenges encompassed unfavorable class conditions, difficulties in maintaining discipline and monitoring student behavior, ensuring equitable attention to all students, evaluating student performance, ineffective learning processes, waning awareness in learning English, and the dominance of local languages. In response to these challenges, the teachers employed a range of effective strategies, including disciplinary measures, incorporating engaging games and activities, promoting collaborative work, utilizing multimedia resources, and conducting speaking assessments.

A qualitative study was conducted in Philippines by Jr. et al. (2022) to identify the difficulties and coping mechanisms faced by English teachers when educating students in English under the new normal. The study investigated the experiences of English teachers from a public school regarding the challenges they face and the strategies they employ in teaching English subjects. The results indicated that the teachers encounter various difficulties, such as a scarcity of resources like books and materials, challenges in effectively delivering lesson content, and struggles in designing tasks that align with students' cognitive abilities. To address these challenges, the teachers utilize different coping mechanisms. These include maintaining a positive mindset in teaching English while utilizing real-world examples and straightforward explanations, adopting a supple and facilitative teaching approach, staying updated with current teaching trends, participating in professional development activities like seminars and workshops, incorporating technology into their instructional practices, fostering enthusiasm for teaching and ensuring that lesson goals are met. The study underscores the significance of English teachers sustaining their enthusiasm and commitment to provide high-quality education and establish an engaging and interactive learning environment (Jr. et al., 2022).

Even if there are numerous obstacles to overcome to improve the effectiveness of its instruction, English has already become an essential component of education in Nepal. These difficulties range from teaching methods to macro-level language planning in Nepal's educational system. How to teach English in a way that is

appropriate for Nepal's multilingual and multicultural society is one of the main challenges (Sharma, 2011).

According to Ranjit (2022), 15 out of 20 teachers said that developing effective lesson plans has been their biggest issue. Being primarily EFL users of English in this situation, the teacher's ability to communicate with the students about their lessons could have been hampered. English teachers must meet a number of challenging standards related to linguistic complexity, including word usage, pronunciation, syntax, and overall coherence and cohesiveness (Ranjit, 2022). They came to understand that meet the diverse needs and interests of their students, teachers must employ a variety of tactics (Gozcu & Caganaga, 2016). Although the teachers are aware of this duty, they lack the resources to fulfill it, especially since they typically have huge class sizes. Most essential, teachers must always take into account the diverse needs and abilities of their students while planning their education and managing the classroom. The opinions of students about the backgrounds of teachers might also be problematic (Ranjit, 2022).

There is no exception in Nepal's EFL teaching environment. Large class sizes, weak teaching conditions, inadequate infrastructure, and professionals with insufficient training are a few of the problems that have led to this situation. ELT in Nepal has also never had access to adequate research, documentation, financing, or guidelines. It has further suffered because of some policymakers' choices, including the failure to address numerous ELT-related issues (Aryal et al., 2016).

Policy Review

The SSDP (2016–2023) of Nepal, has its own policy and provision regarding teaching languages as a subject. The inputs used in teaching must also better reflect the requirements and learning preferences of the students in order to become more child-centered. A balance must be struck between the demands for teaching English, the national language, and the children's mother tongues. In community schools, many teachers need to improve their subject expertise, particularly those who teach science, math, and English. Few schools, even those that use English as their primary instruction language, have teachers who are experts in the language, and many teachers in community schools lack the skills necessary to teach English as a subject. The policy in SSDP (2016-2023) tells us to continue redeploying instructors to meet the needs of every school, and take special steps to hire promising recent graduates as teachers of priority disciplines like science, math, and English (MoE, 2016).

Within the first year of the SSDP claims that a framework for the languages of education will be completed and approved to improve the linguistic skills of the students throughout the period in their native tongue, as well as in Nepali language and English language. The strategic intervention will help to apply these talents for their educational, societal, and financial growth and for developing a socially and economically active community. As well as, children who do not speak Nepali as their first language will receive assistance in learning to participate fully in the national educational system. The intervention will help equip pupils to use English as a second or third language and an intercontinental language for their future advancement from a social and economic perspective.

Furthermore, both SSDP (2016-2023) and National Curriculum Framework for School Education (2020) have their own ICT in education strategy and provision. It strives to make ICT a tech-friendly, useful, and product-oriented component of the teaching process and learning process (MoEST, 2020). The enhancements When teaching English as a subject, there will be made possible by special initiatives, including the broad utilization of multimedia tools, the development of engaging and user-friendly educational materials, the recruitment of highly skilled English-speaking instructors, and the use of contemporary technologies and multimedia resources in the professional development of English teachers (MoE, 2016).

The School Sector Development Plan (SSDP) was created for a period of seven years, from 2016 to 2021, with a specific budget for the first five years. However, significant changes in the education system due to the federal transition prompted the development of a new plan called the School Education Sector Plan (SESP). The fiscal year 2021/22 was a transition period to wrap up the SSDP and lay the groundwork for the SESP (MoEST, 2022).

The School Education Sector Plan (SESP) for Nepal, covering the period from 2022/23 to 2031/32, aims to fulfill the government's commitments. These commitments encompass the assurance of mandatory and cost-free education at the elementary level, along with tuition-free education at the secondary level, as stipulated in Nepal's Constitution. Furthermore, the strategy strives to put into action the 2019 National Education Policy and work towards attaining the fourth objective of the Sustainable Development Goals (SDGs). This particular goal centers on ensuring inclusive access to high-quality education and lifelong learning by 2030, aligning with the worldwide community's collective aspirations (ADB, 2022).

In line with the goals of the School Education Sector Plan (SESP), the focus remains on ensuring quality education by addressing teacher shortages in science, mathematics, and English subjects across the basic and secondary levels. The plan involves the identification of schools facing these shortages, followed by the allocation of additional teacher positions to bridge the existing gaps. Notably, exceptional consideration will be prearranged to the circulation of teachers, particularly in subjects like science, mathematics, and English. This targeted approach aims to ensure adequate staffing in these critical subjects throughout the education system. Additionally, the SESP aims to enhance the fundamental skills in reading and mathematics for students in grades 1 to 3, aimed to supply extra learning materials, instructional guides for teachers, and specialized teacher training to successfully introduce a new curriculum (MoEST, 2022).

Theoretical Review

This section delves into the theoretical foundations, emphasizing the significance of the Theory of Rurality and Socio-cultural Theory in framing the narrative exploration. The amalgamation of these theories serves as a robust lens through which to understand the intricacies of teaching English in environments with limited resources. The Theory of Rurality brings attention to the unique challenges posed by rural settings, while Socio-cultural Theory provides insights into the cultural and social dimensions influencing English language instruction. This theoretical framework guides the examination of narratives, offering a broad approach to unveil the challenges faced by educators and the coping strategies employed within the specified under-resourced context.

Theory of Rurality

This section deals with the theory of rurality given by Balfour et al. (2008), and its relation to the challenges English teachers faced while teaching English subjects in the rural context. I employed the theory of rurality as the major theoretical foundation of my study. I found the generative theory of rurality embraced the concept of rural areas where my research is based and critically examine the challenges faced and coping strategies by English teachers in the rural area of Nepal. The generative theory of rurality characterized by rural area dispersion in relation to three dynamic variables such as forces, agencies, and resources, creating a paradox where the isolation of the rural intensifies lived experience based on the availability of these factors for intervention. The third variable is incorporated in this research.This

theory sheds light on the intricate social fabric of rural life, offering insights into the distribution of power, the role of community members, and the mechanisms that drive participation in various aspects of rural society (Balfour et al., 2008).

I employed the theory of rurality as the major theoretical foundation of my study. I found the theory of rurality embraced the thought education in rural concept. Cloke et al., (2006), suggest that rurality as a signifier can change behavior and affect the motivation of teachers, community workers, and students. Many rural community-based professionals identify with "rurality," which is multifaceted lived experiences and ideas (Balfour et al., 2008).

Rurality was once based on a demographic, topographical, and social concept (Roberts & Green, 2013). Maltzan (2006), characterized both ontologically and practically as a category and a set of experiences with sparsely inhabited locations. Additionally, it is physical, terrestrial, and circumstantial (Roberts & Green, 2013). In addition to being a helpful concept for examining life or education in rural areas, rurality serves as a case study for more general questions of locality or difference (Leibowitz, 2020). Several research studies such as Maltzan (2006) and Trahar et al., (2020) revealed that contextual presumptions about deficiency and disadvantage are substantially shared by urban teachers working in rural regions, rural students, and student teachers located on campuses.

Thus, a crucial finding is that rurality does represent a method of drawback, but other authors make a point of emphasizing that there might occasionally be benefits to living in a rural area. Stokes et al., (1999) believe there is greater parental either smaller class sizes or more parental control over what their children are exposed to allow for closer relationships. Rurality has been linked to traditionalist, unfavorable, and even backward sentiments because it implies that children from urban and rural locations have similar requirements, spatial blindness is a major cause for alarm (Roberts & Green, 2013). Education experts Roberts and Green (2013) believe that rural pupils need to change or stop being what they are in order to become less rural.

Socio-cultural Theory

Socio-cultural theory, as developed by Lev Vygotsky, offers valuable insights that can be applied to my study. This theory posits that human development is profoundly shaped by social interactions and cultural contexts, wherein individuals acquire knowledge, values, and problem-solving skills through collaborative

dialogues, reflecting principles found in Eastern Wisdom Traditions such as Hinduism and Buddhism. This connection suggests that sociocultural practices rooted in these traditions may inform learning experiences, particularly in rural contexts influenced by Eastern philosophical principles (Lantolf & Pavlenko, 2008).

In the context of my study, socio-cultural theory provided me a prism through which to understand how English teachers in under-resourced settings navigate challenges and develop coping strategies. The theory emphasizes that learning is not isolated but takes place within a social and cultural context (Lantolf, 2000). English teachers and students in resource-constrained environments are influenced by the socio-cultural dynamics of their classrooms, schools, and communities. Through collaborative interactions, teachers and students co-construct knowledge and language skills, drawing from their collective experiences. This process enables teachers to tap into cultural resources within the classroom, facilitating meaningful learning experiences despite limitations (Whipp et al., 2005).

Moreover, socio-cultural theory underscores the significance of supportive scaffolding and guidance from more knowledgeable individuals. In the under-resourced context of teaching English, this theory suggests that teachers may adopt strategies to provide appropriate support tailored to students' language proficiency, cultural backgrounds, and prior knowledge (Sun & Zhang, 2021).

According to socio-cultural theory, teachers, peers, and technology mediate in the enhancement of a learner's spoken language skills and contribute to the learner incorporating and internalizing the teacher's guidance (Rana, 2016). By applying socio-cultural principles, I explored how English teachers in under-resourced settings engage in collaborative interactions, draw upon cultural resources, and provide targeted support to enhance English language learning. This theoretical framework guides my analysis of narratives from teachers, shedding light on the ways they leverage socio-cultural dynamics to address challenges and develop effective coping strategies.

Research Gap

The major gap I noticed here is the area of exploration and the context of the study in English instruction in Nepal's rural schools. Many rural schools lack qualified teachers, proper training, and updated materials, hindering effective language education and communication skills (Aryal et al., 2018; Ghimire, 2019; Timsina, 2021). While global and South Asian research addresses such challenges, a specific
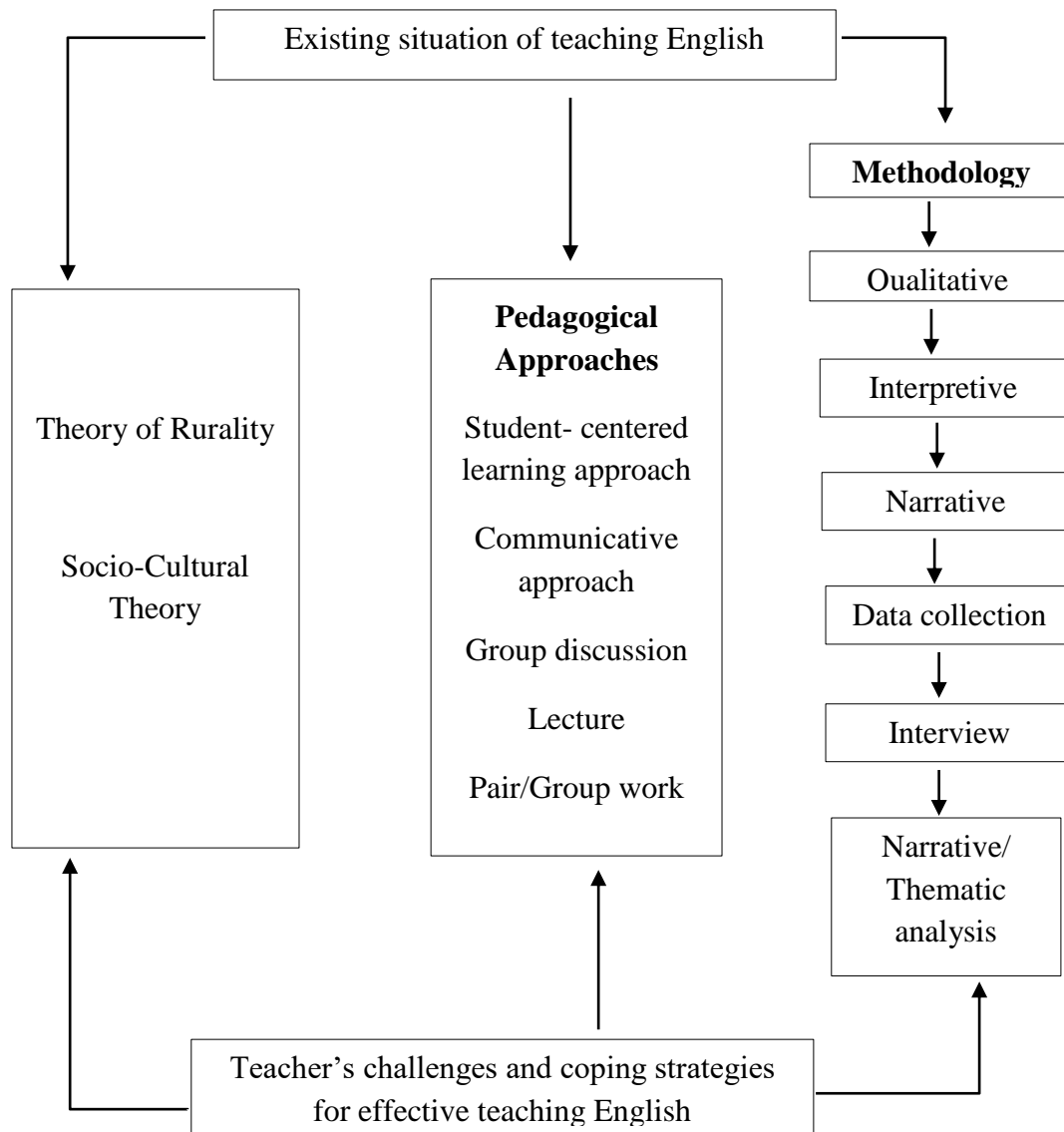
gap persists in understandings teaching difficulties and strategies unique to Nepal's under-resourced context.

Furthermore, existing literature acknowledges importance of socio-linguistic factors but lacks insight into Nepal's distinct educational landscape. Specifically, the significance of English proficiency and hurdles in achieving language skills need deeper exploration (Adhikari, 2019; Lally et al., 2018). Additionally, while some studies discuss technology's role, there's a gap in understanding how under-resourced Nepali teachers effectively use limited resources, including technology, to enhance English instruction quality.

Based on the identified gap, there is a clear need for a comprehensive investigation that delves the specific challenges, narratives, and coping strategies of English teachers in the under-resource context of Nepal. Particularly, the challenges faced by English teachers in the constituent schools of the Far Western Region of Nepal, located in Sudurpaschim province, have received limited attention in existing research. Currently, there is a scarcity of data regarding the challenges encountered by teachers while teaching English in rural schools. Therefore, my study addresses this gap through an in-depth exploration of the challenges and coping strategies of English teachers in the under-resourced context of rural schools in the Far Western Region of Nepal.

Conceptual Framework

This conceptual framework as the guideline for my research shows the relationship among aspects related to my research and it is the frame for the overall planning of the study.

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┌─────────────────────────────────────────┐
│   Existing situation of teaching English  │
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Methodology

Qualitative

Interpretive

Narrative

Data collection

Interview

Narrative/ Thematic analysis

Theory of Rurality

Socio-Cultural Theory

Pedagogical Approaches

Student- centered learning approach

Communicative approach

Group discussion

Lecture

Pair/Group work

Teacher's challenges and coping strategies for effective teaching English

Figure 1: Conceptual Framework of Teaching English challenges in Under-resourced context in Nepal

Chapter Summary

This chapter presented a thorough review of the literature, exploring the challenges of teaching English in under-resourced contexts and examining the coping strategies employed to overcome these challenges. I have explored the concept of under-resourced contexts in education, examining its implications in global, South Asian, and national contexts, specifically focusing on Nepal. Throughout the literature review, various challenges and strategies for teaching English were discussed, including the incorporation of local cultural content, the use of technology and multimedia resources, and the promotion of interactive and communicative language

activities. I have explored the theoretical underpinnings relevant to my research on the challenges faced by English teachers in rural areas of Nepal. The theory of rurality provided a comprehensive framework for understanding the unique context of rural education and its impact on teachers and students. The generative theory of rurality highlights the three main components; forces, agencies and resources. The third component is associated with our research study. It revolves around the concept of resources in the context of rurality. It emphasizes that resources, including material, emotional, conceptual, and physical aspects, play a crucial role in rural areas. It highlighted the multifaceted nature of rurality, influencing behavior and motivation within rural communities. While rurality is often associated with disadvantage, there can also be benefits such as closer community connections and smaller class sizes.

Additionally, socio-cultural theory by Lev Vygotsky emphasized the significance of social interactions and cultural context in learning. In under-resourced settings, teachers can leverage collaborative processes and scaffolding to support students' language development. By integrating these theories, educators can create meaningful learning experiences despite resource limitations in rural areas. By synthesizing the findings from the empirical and theoretical reviews, I identified the research gaps and concluded this chapter by constructing a conceptual framework.

CHAPTER III
RESEARCH METHODOLOGY

This chapter explores the procedure of the study. This chapter presents philosophical considerations, research paradigm, methodological considerations, research design, data analysis, quality standards, and ethical considerations of this study.

Philosophical Consideration

Philosophical consideration aids us in better understanding what knowledge claims are. They provide a thoughtful foundation for scrutinizing the relationship between a researcher's philosophy and the methods for conducting research. According to Willis et al., (2007), a research paradigm is an all-encompassing belief system, worldview, or conceptual framework that directs study and practice in a particular discipline. Ontology denotes the ways of being and becoming in philosophical terms, while epistemology refers to the ways of knowing. Axiology must also deal with valuation methods (Willis et al., 2007).

Ontology

Ontology serves as a philosophical tool that enables us to delve into the depths of reality and its significance, particularly when it comes to comprehending the intricate workings of societies (Bryman, 2016). As a researcher, it grants me the opportunity to closely scrutinize my fundamental convictions regarding existence and the nature of reality, offering insights into the dynamics of change and transformation. This lens highlights the diverse and multifaceted nature of reality, illustrating that it can be perceived and interpreted in various ways, often shaped by the context and individual viewpoints (Patton, 2005). In the context of my research, I employ this ontological perspective to explore how English teachers navigate the challenges inherent in resource-constrained environments in Nepal.

Epistemology

Epistemology, as expounded by Kamal (2019), delves into how we acquire knowledge and make sense of realities. It investigates the process of understanding "how do we know what we know?" Shaped by multiple influences, including insights from Riessman (2008) and Kamal (2019), this study adopts an epistemological leaning towards subjectivity. This entails molding subjective understandings of

challenges and opportunities faced by educators, spanning their initial experiences in teaching English within resource-limited contexts.

In the role of an interpretive researcher, I prioritize unraveling the natural, social, and cultural intricacies of this multifaceted knowledge. Employing active engagement with participants, I capture their personal experiences, transcending mere factual reporting. Their narratives serve as a wellspring of knowledge, reflecting diverse life experiences and unique perceptions forged through interactions (Chase, 2008). Through this process, I have curated a repository of subjective insights rooted in educators' firsthand encounters with challenges and coping strategies in the under-resourced landscape of English language instruction. This chosen epistemological framework navigates the layers of understanding and meaning construction, revealing a nuanced tapestry of challenges and coping mechanisms within the dynamic sphere (Costa, 2005) of teaching English amid resource constraints.

Axiology

Axiology refers to the values that shape my research approach. It recognizes the unique ways individuals think, analyze, and understand based on personal experiences and beliefs, influencing participants' viewpoints (Killam, 2013). These perspectives are not neutral; they are infused with individual values and attitudes. As I progress in the research, I hold participants' insights, understandings, and experiences in high regard, recognizing their pivotal role in shaping study outcomes.

Additionally, axiology in research also involves the researcher's own values and viewpoints, which can influence how knowledge is generated (Creswell, 2009). In a society where many different viewpoints exist, I embrace and respect the diverse perspectives that emerge in this study. As the research unfolds, both my values as a researcher and the values of the participants are influenced by our interactions and contributions. I hold each participant's insights in great esteem, seeing them as valuable sources of new knowledge. Their ideas are treated with genuine respect, reflecting my commitment to understanding and honoring their unique perspectives.

Research Paradigm

My research follows interpretive research paradigm, which is rooted in a socially constructed ontology. Interpretive researchers emphasize the significance of people's subjective experiences in shaping their understanding of the world (Kwadwo Antwi & Hamza, 2015). This paradigm aligns well with the objectives of my study,

that explores the lived experiences, stories, and narratives of English subject teachers' perceptions on the difficulties in teaching the language in rural Nepal.

Interpretivism assumes that individuals perceive and interpret social reality in diverse ways, leading to multiple perspectives on a given incident. This paradigm values these various viewpoints as valuable sources of insight into complex issues (Lan, 2018). I have chosen the interpretive paradigm as it allows me to effectively narrate the stories of rural secondary school English teachers, facilitating a deeper understanding of their experiences within the context.

Non-statistical interpretive research focuses on individual perceptions, personal constructs, negotiated meaning, and situational definitions (Putnam & Banghart, 2017). In this study, I analyze and document teachers' experiences, perceptions, stories, and interpretations concerning the challenges they encounter and the strategies they employ when teaching English in rural settings. This approach enables me to uncover rich qualitative insights that contribute to a comprehensive exploration of the research topic.

Narrative Inquiry as Research Method

The research method used for my study is narrative inquiry. It covers the theoretical and practical uses of the qualitative method for investigating how people actually live in the world that is portrayed in their stories. When taking into account how this approach may be used successfully in a range of circumstances, it highlights the worth and the value of using narrative in research instrument in a variety of teaching and learning settings (Mertova & Webster, 2020).

I used narrative inquiry as a research method in this study to highlight the experiences, encounters, and handling strategies of teachers while teaching English subjects in a rural school. Narrative inquiry is the study of storytelling that focuses on how people see the world (Connelly & Clandinin, 1990). This broad concept is more specifically expressed as the idea that research is the creation and renovation of societal and personal narratives, with students, teachers, and researchers serving as both storytellers and characters in their own and other people's narratives. I made an effort to document and interpret the teachers' explanations of English teaching in their professional life, as human tales are typically told in a narrative form. It was helpful to me if I can disclose their views, convictions, and viewpoints towards challenges, and coping strategies of teachers while teaching the English subject in the rural school.

Participants Selection

Considering the goal of a narrative inquiry, which is to provide detailed descriptions of phenomena in a particular context (Chase, 2008), I adopted a purposeful approach to select participants. This ensured that participants could reflect on a spectrum of experiences related to challenegs of teaching English in an under resourced context. Initially, I purposively chose two public secondary schools situated in Nepal's Dadeldhura district. The selected participants were experienced English language teachers at the secondary level, with teaching tenure ranging from five to twenty years. Since qualitative research involves detailed exploration, especially on an individual basis (Lan, 2018), I began by gathering stories from a single, experienced English teacher. Abiding by the principles of qualitative research, the number of participants can vary, and there is no rigid formula. I continued to incorporate participants until data saturation was reached.

Following Creswell (2009) viewpoint that a smaller group aids in analyzing data effectively, I chose four participants for my study. At the end of my research, I had four male participants from two public schools in Dadeldhura district, Nepal. To ensure anonymity, I allocated pseudonyms to each participant throughout this research endeavor. I selected Dadeldhura district as my research site due to its practical accessibility, which played a significant role in enabling me to maintain a consistent and uninterrupted level of engagement with the participants.

I established a set of criteria for selecting participants, which included being a permanent teacher and having a minimum of three years of teaching experience to ensure that participants could provide comprehensive and detailed responses based on their substantial time spent in the teaching profession. Following Brown, (2006) advice, the participants were chosen based on their willingness to share experiences and to ensure diversity for rich and unique narratives. The data collection process initiated with one male participant, selected through purposive sampling. Utilizing my smartphone, I recorded interviews with consent. I transcribed the interviews while preserving nuanced meanings. As I progressed with the interviews, I learned from each interaction and adjusted my approach for the next participant, making the interviews more insightful. I made improvements to the interview questions and structure based on what I had learned. In presenting the stories of each participant, I used pseudonyms to protect their privacy and identities.

I engaged with individuals who were permanent teachers at the secondary level and had accrued a minimum of five years of teaching experience. Their participation in the study was entirely voluntary, highlighting their willingness to contribute. During the transcription of the data, I stayed in touch with the participants to clarify any doubts or unclear points that came up. This helped me ensure that their stories were accurately captured and represented in the study.

Data Generation Strategies

The data was collected using the in-depth interview guidelines with open-ended questions that meets the objective of my study. Interviews were taken separately with all the participants face to face. English teachers' narratives as the data were used to generate information in this study. The interview technique was used to gather and produce data. For this study, I had spoken with English teachers and asked them questions about a phenomenon to discover their perspectives on the challenges of teaching English subjects. Pilot testing was done by taking interviews first and recording what they have to say. Then, to grasp the data, I had carefully reviewed them. Then I altered my methods for gathering the participants' stories. I was able to record their true stories from the past to the present during the second round of in-depth interviews. I gave them enough room to share their tales, reflect on their past, and express their opinions. With their permission, I recorded all of the information on my smartphone.

Data Analysis, Interpretation and Meaning Making

I did data analysis and interpretation by organizing it into themes, which helped me understand the results better and connect them to the study's goals. I used a thematic approach to uncover and understand the stories and insights shared by each teacher. This helped me see the difficulties they faced when teaching English. This method, as described by Kiger and Varpio (2020), helps identify recurring patterns of themes within interview data. It involves grouping similar concepts into broader categories to form meaningful themes.

To initiate the data analysis, I accompanied audio interviews with the participants and recorded their voices on my mobile device. Subsequently, I meticulously transcribed the audio recordings and field notes into written text. During this process, I carefully reviewed the audio multiple times to ensure precision and avoid missing crucial details, significantly enhancing the quality of the transcriptions. Additionally, I translated the Nepali content into English to facilitate a more

comprehensive analysis and understanding. Throughout the translation phase, I recognized and documented specific codes, which played a vital role in the subsequent coding process.

After finishing the first steps, I went deeper into the data and try to understand its main ideas. I identified interconnected themes that allowed me to condense the extensive information into more manageable segments. As I went through this coding process, I created unique stories for every participant. I did this by using the coded transcripts as a foundation for crafting these narratives. By utilizing the written records, I pinpointed specific instances that captured individual experiences. These segments were thoughtfully rearranged to construct logically sequenced narratives that highlighted the emerging themes.

The entire process of deriving meaning and interpreting the research findings commenced with data collection through the interviews. This was followed by the meticulous tasks of transcribing both audio and text, coding the data using the identified themes, and finally crafting narratives that provided a comprehensive and authentic portrayal of the participants' experiences. This multi-step approach ensured a rigorous and thorough exploration of the research topic.

Quality Standards

For my study, common place, truthfulness, authenticity, praxis, and meaningfulness were used as the quality standards.

Commonplaces

In narrative inquiry, Connelly and Clandinin (2006) stressed the importance of exploring three dimensions or commonplaces simultaneously: temporality, sociality, and place. By considering these aspects together, researchers can develop a comprehensive understanding of each participant (Connelly & Clandinin, 2006). Taking into account participants' past, present, and future experiences, as well as their potential for change, requires adopting a broad perspective. By incorporating these dimensions in the research, deeper insights into the lived experiences and identities of the participants can be gained. The interconnectedness of temporality, sociality, and place enriches the narrative inquiry, providing a holistic view of participants' stories and interactions within specific contexts (Clandinin et al., 2007).

Temporality

As an investigator utilizing narrative inquiry, I have acknowledged the dynamic nature of experiences and the absence of static elements, recognizing their

susceptibility to continuous change and instability. In my study, I focused on investigating the past, present, and future events and experiences shared by the participants (Connelly & Clandinin, 2006). Through an in-depth examination of their narratives and stories (Brown, 2006), my objective was to reveal the interconnected incidents of challenges and resilience that arise from teaching English in an under-resourced context. I have strived to comprehend the influence of their past experiences on their present obstacles and coping strategies, as well as their outlook for the future. For this, I prioritized establishing a trusting and amicable relationship with the participants, which has allowed their stories to gradually unfold over time, thereby enabling me to have a more comprehensive grasp of temporality. Aligning with the insights of Maggetti et al., (2013), I understand that the trustworthiness of my study findings is closely tied to my consideration of temporality as an essential aspect of the research process..

Sociality

It encompasses the interpersonal and societal interactions that shape the experiences of both the researcher and the participants. These interactions encompass a range of emotions, aspirations, desires, and moral responsibilities (Clandinin et al., 2007). Additionally, sociality entails recognizing the contextual conditions, including the environment and surrounding factors that influence the gathering of narrative texts. Establishing strong social connections between researchers and participants is crucial, as emphasized by the work of (Guillemin et al., 2018). Throughout my study, I attended to the personal and social interactions of the participants, carefully considering how their interests, emotions, concerns, and moral obligations were influenced by diverse social interactions and prevailing circumstances in the field of education. By delving into the narratives shared by the participants, my objective was to gain valuable insights into their perspectives on education within the specific under-resource context of teaching English. I made a conscious effort to establish strong social connections with the participants, recognizing the importance of rapport-building, which allowed us to share feelings and perspectives freely without creating distance. This approach helped me understand their social construct and how it has impacted their experiences.

Place

Place refers to the physical context and geographical environment in which the research inquiry occurs, including the specific locations and spatial attributes that

shape the events and experiences being studied (Tuck & McKenzie, 2015). It holds importance as it is intricately connected to personal memories and individual experiences. As a narrative inquirer, I recognized the profound role that place plays in the research process. It not only influences the unfolding of events but is also intertwined with temporality, shaping the course of the research. By establishing a meaningful connection between the participants' experiences and the specific places they are situated in, I was able to create a cohesive narrative flow. This approach enriched the depth and vividness of the shared lived experiences.

Truthfulness

I define truthfulness as being close to the truth about how the world actually is. In my research, I used the real context to create stories about the truthfulness of my research participants. The reporting of stories were consistent with my experience and realistic, with no risks. As a result, the stories were based on the experiences of research participants, and whoever reads the story will believe it is true (Brashier & Marsh, 2020).

Authenticity

In ensuring authenticity, efforts were made to confirm that the research was conducted and evaluated genuinely and credibly, aligning with the lived experiences and context of the participants (Guba & Lincoln, 1989). While exploring the participants' voices into narratives, I used fairness and ontological authenticity in my research. My extended involvement and continuous observation at the research site and with participants had assisted me in developing and maintaining rapport and trust with the participants. On the other hand, it assisted me in removing any types of misinformation and information distortion in relation to the issues under study.

Praxis

Praxis is the act of engaging in, applying, and exercising, realizing, or putting learning into practice (Charles & Taylor, 2007). My study awares English subject teachers of the challenges they face teaching English in a rural context and improve the teaching-learning process using different approaches and strategies to cope with those challenges.

Meaningfulness

Meaningfulness plays a fundamental role in narrative research, serving as the foundation of the study throughout the procedure for gathering and analyzing data (Josselson, 2006). According Parry & Doan (1994), a story's truth and meaningfulness

are interconnected, resonating with its audience. In my own research, I prioritize the significance of meaning, presenting authentic and meaningful stories derived from the real experiences shared by the teachers. By incorporating their narratives, I ensure the context and genuineness of the participant stories, making them truly meaningful. This focus on meaningfulness in my narrative study enables a profound comprehension and a lasting impact of the knowledge generated from the participants' narratives.

Ethical Considerations

Ethical considerations are paramount in qualitative research, as they involve examining the moral assumptions, political implications, and fair treatment of diverse perspectives within the research agenda (Sanjari et al., 2014). In this study, the research was conducted with unwavering honesty, professionalism, and moral discernment, ensuring a neutral and unbiased approach. To safeguard participants' confidentiality, pseudonyms were used to maintain their anonymity. Unethical behavior in research can have detrimental effects on the credibility of the findings (Drolet et al., 2023). Therefore, this study adhered to rigorous standards of integrity, honesty, and ethical practices throughout the research process. I approached my study with a profound reverence for the dignity and intrinsic value of all participants. Upholding and adhering to ethical principles became a fundamental strength of my research. As I entered into the personal realm of my participants, I remained acutely mindful of the following key considerations.

Informed Consent

Informed consent was obtained from each participant, providing them with detailed information about the study's purpose, data usage, confidentiality, and privacy measures (Manti & Licari, 2018). The participants were given the opportunity to read the informed consent form and sign it before data collection commenced. Their narratives, based on their unique learning experiences, were considered valuable and used with their permission solely for this research project. The participants were assured that their opinions would be utilized exclusively for the purpose of the study.

Privacy and Confidentiality

Privacy and confidentiality were of utmost importance in my research study to ensure no harm to the participants (Machanavajjhala & Reiter, 2012). Narratives were shared in an open and sensitive manner, considering both professional and cultural

aspects. I prioritized safeguarding the participants' privacy and confidentiality to ensure their social, economic, physical, and emotional well-being remained protected.

No Harm

Informed consent was obtained, and participant identities, places, and ethical practices were kept undisclosed. Throughout the research process, I upheld ethical considerations, limiting access to participant identities and records to authorized individuals and maintaining the highest level of respect for privacy and confidentiality. By adhering to these ethical principles, I mitigated any potential harm that could arise from the sharing of personal narratives and ensure the participants' well-being and dignity were preserved throughout the study.

Honesty

Honesty was a fundamental principle adhered to throughout the research process (Burton, 1963). The narratives of teaching experiences and stories were approached with trustworthiness, demonstrating a non-judgmental stance and a genuine commitment to understanding participants' stories. The transcription, translation, and interpretation of the narratives were conducted with sincerity and integrity. Furthermore, strict compliance with the guidelines on confidentiality and ethical considerations set forth by Kathmandu University, School of Education (KUSOED), was consistently observed.

Chapter Summary

This chapter provided an in-depth exploration of the pathway and boundary of this research. At the beginning of the chapter, I outlined the philosophical considerations that underpinned my research, focusing on ontology, epistemology, and axiology. I adopted a relativist ontological stance, recognizing the multifaceted and constructed nature of realities. My epistemological stance was subjective, acknowledging the unique knowledge construction process of individuals through their experiences and stories. I also recognized the value-laden nature of participants' perspectives and realizations, emphasizing the impact of individual perceptions on truth. Based on these philosophical considerations, I employed an interpretive research paradigm to investigate the challenges faced by English subject teachers in rural secondary schools. This paradigm aligned with the goals of my research, as it emphasized the importance of subjective experiences and multiple perspectives. Through this chapter, I provided a rationale for employing narrative inquiry as research method to delve into the personal narratives of the participants. I also

established myself as a narrative inquirer and delineated the specific context in which I collected experiences and stories. Additionally, I integrated seven key criteria, namely temporality, sociality, place, truthfulness, authenticity, praxis and meaningfulness to ensure the quality standards of my study. Lastly, ethical considerations were thoroughly discussed in this chapter.

CHAPTER IV

EXPERIENCE AND CHALLENGES OF ENGLISH LANGUAGE TEACHERS

This chapter primarily focuses on the study's first research question: What challenges do the English language teachers face while teaching in an under-resourced context? Each participant in this study discussed their personal classroom teaching experiences. Each participant's story is evaluated critically and supported by theories or available literature. The stories of the participants were categorized, and themes emerged. Each theme is described.

English has become a widely used global language, leading to a significant growth in the demand for English language teaching. However, teaching English presents unique challenges, especially in regions like Nepal, known for their diverse linguistic, cultural, and socioeconomic landscape (Neupane & Joshi, 2022). The demand for English language education has brought forth various difficulties, not only in Nepal but also worldwide (Bhattarai, 2017). Educators encounter numerous obstacles while striving to effectively teach English to students from diverse backgrounds, underscoring the importance of addressing these challenges and devising suitable coping strategies.

All the research participants in this study, who have extensive experience teaching English, shared their insights on the resources available for teaching English and the current state of English education in their respective schools. These educators recounted their personal experiences accumulated over the years, which were then analyzed, coded, and categorized. From this analysis, distinct themes emerged, and I subsequently provided explanations for each theme as a response to the initial research question. Additionally, I critically examined and analyzed each theme. Under specific subheadings, I outlined the various experiences shared by the teachers concerning teaching of English.

Limited Audio-Visual Aids

As technology continues to progress, it has significantly expanded its role in the field of education. Research explores the possibilities of ICT in education, which includes various devices like phones, laptops, e-readers, radios, and televisions, and more. In the international education landscape, internet access has grown .Thanks to mobile technology pivotal, as various entities, such as businesses, governments, and

nonprofits all employ technology as a development tactic (Lally et al., 2018). The rapid growth of technology has led to its widespread integration into education. Common technological resources, such as radios, mobile phones, computers, tablets/e-readers, and multimedia projectors, offer numerous advantages, such as improved access to education, quick information dissemination, enhanced communication, interactive learning experiences, and cost-effective access to educational materials (Barksdale et al., 2021). All these factors contribute to the progress of English language teaching, providing enhanced access to education, interactive learning experiences, improved communication, and preparation for the digital world in schools.

All the research participants in this study shared that there is lack of audio-visual aids in their respective schools for teaching English. One of my research participants, Ram (pseudo name) shared his experience:

In the school where I am currently teaching English, among the available resources, we only have text books, white board and markers. We also have a projector, but it is not functioning properly due to lack of sufficient technological materials. And even we don't have any cassettes and radio to conduct listening tests among students.

The teacher's narratives indicate that he is facing significant challenges in the teaching process at the school he is currently teaching. The available resources are limited to textbooks, a whiteboard with markers, and a non-functional projector due to the lack of sufficient technological materials. This limitation also means there are no cassettes or radio available for conducting listening tests among students. The absence of advanced technological resources poses obstacles in delivering effective English language instruction and interactive learning experiences. The teacher narratives closely align with the theory of rurality, highlighting how under-resourced rural schools' limited access to technology, such as projectors and audio-visual aids, directly impacts English language teaching quality (Leibowitz, 2020).

Ram's narrative vividly highlights the interplay of temporality, as the current state of the school's resources affects his teaching methods. The limited availability of teaching tools i.e., textbooks, whiteboard, and markers, reflects the current temporal context of the school. Additionally, the non-functional projector due to insufficient technological materials showcases how technological advancements are influenced by the present situation. The sociality aspect is evident as Ram's account underscores the

collective experience shared by educators at his school. The lack of audio-visual aids is a shared challenge faced by the teaching staff, emphasizing the social context within which they operate. The absence of cassettes and radio for listening tests further accentuates the collaborative learning environment that Ram and his colleagues navigate. Furthermore, the specific place i.e., the school where Ram imparts English language instruction, plays a pivotal role in shaping the challenges outlined. The physical setting of the school and its available resources directly impact the quality of education. The lack of advanced technological resources in this particular place poses significant hindrances to delivering effective English language instruction and interactive learning experiences, underscoring the interconnectedness of temporality, sociality, and place in shaping educational practices.

Similarly, a study conducted in Nepal shared that most rural schools in Nepal lack access to advanced audio-visual aids like projector, relying on basic resources such as traditional boards and markers. Furthermore, the absence of cassettes and radios hindered listening exercises and language practice, impacting students' listening and comprehension skills. By equipping rural schools with adequate technological resources and audio-visual aids, educators can create a more conducive learning environment and enhance students' language learning experiences (Ghimire, 2019).

Similarly, my next research participant, Hari (pseudo name) shared his experience regarding the lack of audio-visual aids in his school in the following way:

> *As a teacher, I find that my school has good physical facilities. However, when it comes to technology, our school is lacking. There are no projectors or materials available for audio-visual aids. Consequently, my primary resource for teaching is limited to a traditional board and a board marker. Because of lack of audio-visual aids I am unable to assess the listening skills of my students. As there are many listening tests mentioned in the English lessons but due to the lack of radio and cassettes we are unable to conduct such listening tests in class.*

Hari expressed that as a teacher, he faces significant challenges due to the lack of audio-visual aids in his school. While the physical facilities are satisfactory, the absence of technological resources like projectors restricts his teaching methods. He relies solely on a traditional board and marker, limiting his ability to employ interactive and engaging teaching techniques. One major drawback is the inability to

assess his students' listening skills as there are numerous listening tests mentioned in the English curriculum, but the school lacks the necessary radio and cassettes for conducting such assessments. This dearth of audio-visual aids affects the overall learning experience of the students, emphasizing the need for better access to technology in the educational setting to enhance English language teaching. I found that his narrative is closely related to Adhikari (2021) who shared that teachers encounter difficulties incorporating technology into their classroom instruction due to inadequate technological resources. Insufficient access to resources such as cassettes, radio, CDs, projectors, and other audio-visual aids significantly hampers effective English language teaching in classrooms. The theory of rurality also suggests that rural areas often encounter difficulties in accessing modern technologies and educational resources, potentially leading to disparities in educational outcomes (Leibowitz, 2020).

Likewise, another participant, Shyam (pseudo name) also conveyed that there is limited technological resources available in the school he is currently teaching. He shared that:

> *In the school where I am involved, I personally have experienced the limited availability of teaching resources. I solely rely on boards and markers for my instructional materials, as there are no projectors or audio-visual aids available in the school. This lack of resources poses a significant challenges for us, particularly when it comes to enhancing the listening skills of our students. Listening tests are an essential component of English language teaching, but without the necessary audio-visual aids, it becomes extremely challenging to effectively assess the listening capacity of our students.*

Shyam's narratives indicate that he has personally experienced the limitations posed by the school's scarce teaching resources. In his role as a teacher, he heavily relies on traditional boards and markers to create instructional materials, as the school lacks essential technological resources like projectors and audio-visual aids. This scarcity of resources presents a notable challenge, particularly when it comes to enhancing the listening skills of his students. Shyam highlights the significance of conducting listening tests in English language teaching, but without the necessary audio-visual aids, it becomes exceedingly difficult to effectively assess the listening capacity of his students. The theory of rurality suggests that limited access to modern technologies and educational resources in rural areas can lead to educational

disparities, hindering teachers from conducting effective listening exercises and limiting interactive learning experiences, particularly in English language teaching (Leibowitz, 2020).

Shyam's account reflects the temporal aspect as he navigates the current state of the school's resources. The limitations he faces are a product of the present circumstances, shaping his instructional methods and strategies. The sociality aspect is evident in Shyam's experience, echoing the shared predicament of fellow educators. The communal reliance on traditional teaching tools underscores the collective efforts in the teaching and learning process. Furthermore, the place i.e., Shyam's school, emerges as a defining factor in his narrative. The school's lack of technological resources directly affects his teaching practices and the students' learning experiences. The absence of audio-visual aids resonates as a challenge specific to this educational setting, emphasizing the pivotal role of place in shaping pedagogical challenges and innovations.

My fourth participant, Jagat (pseudo name), echoed the experiences shared by previous participants and affirmed that the school he is currently involved with also faces a scarcity of technological resources for teaching English. He conveyed in the following lines:

> *In the school where I am currently teaching, the physical infrastructure is well-developed. When it comes to resources for teaching English, we have projectors, a computer lab, and whiteboards available. Overall, there are sufficient resources for teaching, and they are managed in a systematic manner. However, the projectors are currently not functioning due to some technical issues. Additionally, the school lacks the availability of audio-visual aids, which are crucial for conducting listening exercises in English lessons.*

Jagat's narratives indicate that he is currently teaching in a school with a well-developed physical infrastructure, which provides a conducive environment for education. As a teacher, he is grateful for the resources available for teaching English, including projectors, a computer lab, and whiteboards. These tools offer valuable support in creating engaging and interactive lessons for his students. However, Jagat points out that there are certain challenges in utilizing these resources effectively. Currently, the projectors are not functioning due to technical issues, which hinder their use in the classroom. Additionally, he expresses concern over the lack of audio-visual aids, which are essential for conducting listening exercises in English lessons.

Despite well-managed and sufficient resources overall, the absence of functional projectors and audio-visual aids poses limitations on the variety of teaching techniques he can employ. This phenomenon underscores the tendency to neglect the unique challenges and requirements of students in rural environments (Roberts & Green, 2013).

Jagat emphasizes the importance of such aids for enhancing students' language skills and hopes that the school can address these issues to further improve the quality of English language teaching. The narratives align with the findings of another study conducted by Timsina (2021), which highlighted the presence of technological resources such as projectors in Nepali schools. However, these resources remain non-functional due to the lack of technical human resources or technicians available to operate and maintain them effectively (Timsina, 2021). The lack of timely renovation of the projectors in schools hampers the effective teaching practices as projectors help to display various chart and drawings for students which makes students.

The findings presented in the teacher narratives align closely with the theory of rurality, which emphasizes the impact of rural contexts on various aspects of education. In under-resourced rural schools, the limited availability of technological resources, such as projectors and audio-visual aids, directly affects the quality of English language teaching. The theory of rurality posits that rural areas often face challenges in accessing modern technologies and educational resources, which can result in disparities in educational outcomes (Leibowitz, 2020). The lack of access to audio-visual aids and technology in rural schools makes teachers difficult to conduct listening exercises and assess students' listening skills, an essential component of English language teaching. The shortage of technological resources also limits interactive learning experiences, making it harder for students to comprehend complex concepts and terminologies.

The dearth of advanced technological resources presents substantial hurdles in delivering effective English language instruction and fostering interactive learning experiences. Considering the theory of rurality, which associates rural settings with traditionalist, unfavorable, and potentially regressive perspectives (Roberts & Green, 2013), it becomes evident that assuming uniform requirements for students from both urban and rural areas overlooks the significant impact of spatial blindness. This phenomenon highlights the tendency to overlook the distinct challenges and needs of students in rural settings, assuming that their requirements mirror those of their urban

counterparts. Consequently, a gap emerges, one that needs to be bridged through a nuanced comprehension of the unique circumstances rural students and educators face, particularly within constrained educational environments. Overall, the challenges faced by these teachers in teaching English in under-resourced rural schools are consistent with the theory of rurality, which underscores the need for targeted interventions and support to improve educational outcomes in such contexts.

Weak English Proficiency of Student

Teaching English is challenging for instructors because of weak English language proficiency of students as instructors struggle to implement effective plans to enhance students' language skills. Teaching English becomes particularly challenging in an environment where the language is not spoken in daily life. Effective language learning requires students to have sufficient exposure and background knowledge (Wickham & Versfeld, 1998). Without these essential elements, students may struggle to learn English, leading to demotivation and further exacerbating the weak state of the English language proficiency among students.

All the English teachers who participated in this study had different views relating to the situation of English language among students in their school. One of my research participants, Ram conveyed his experience:

> *Looking at the current situation, I've noticed that some students struggle with pronunciation. I believe that as teachers, we may not have adequately taught them how to pronounce English words correctly. Since English is very different from Nepali language, it can be challenging for both the students and myself to master the correct pronunciation. Furthermore, I've observed that students also face difficulties with their reading skills. Because of their weak English, it becomes hard for me to explain lessons clearly and clarify their confusions, especially when dealing with complex terminologies.*

Ram expressed that, upon observing the current situation, he has noticed some students struggling with pronunciation in English. As a teacher, he believes that they may not have adequately taught the students how to pronounce English words correctly. In light of Cloke et al.'s (2006) theory that rurality can serve as a significant signifier influencing behavior and motivation, it becomes imperative to consider the specific rural context in which educational challenges arise. For instance, in the given scenario, Ram, as a teacher, grapples with challenges related to English language proficiency among his students in a rural setting. The theory suggests that the rural

environment itself can play a role in shaping the dynamics of learning. Therefore, when addressing the difficulties faced by both the students and Ram, it is essential to take into account not only language barriers but also the potential influence of the rural context on behavior and motivation. This broader perspective may guide the development of targeted strategies to enhance language skills, considering the unique challenges posed by the rural setting, as identified by Cloke et al, (2006). Lev Vygotsky's socio-cultural theory underscores the integral role of social interaction and cultural context in cognitive development, highlighting that language acquisition is rooted in social and cultural practices (Lantolf & Pavlenko, 2008).

Similarly, Hari, my next research participant shared his experience regarding the existing situation of English in his school in the following way:

> *As a teacher, I am deeply concerned about the state of English among our students. It's disheartening to see that many of them don't take the language seriously and don't give it the attention that it needs. Their weak foundation in English makes things even more challenging. I've noticed that because of their lack of interest and focus, they tend to avoid practicing English on their own, which further hampers their ability to learn and understand the language effectively. It's quite a tough spot we find ourselves in, and as educators, we need to find ways to support and encourage our students to improve their English skills.*

Hari's narrative indicates that he is deeply concerned about the current state of English among the students. As a teacher, he finds it disheartening to witness many of them not taking the language seriously and not giving it the attention it deserves. In line with Cloke et al.'s (2006) theory on the impact of rurality as a signifier, Hari recognizes that the rural context significantly influences students' motivation and behavior regarding English language learning. Understanding the unique challenges posed by the rural environment is crucial for educators like Hari in developing effective strategies to support and motivate students in enhancing their English skills (Cloke et al., 2006). He identifies their weak foundation in English as a significant challenge, further complicating the situation. Hari has observed that due to their lack of interest and focus, the students tend to avoid practicing English on their own, which adversely affects their learning and comprehension of the language. He acknowledges that they are facing a tough spot and believes that as educators, they must find ways to support and motivate the students to enhance their English skills. In

line with the concept of socio-cultural theory, educators play a pivotal role as facilitators in the process of English language acquisition, aiding learners in assimilating and internalizing the guidance provided by the teacher (Rana, 2016). However, language acquisition hinges on interactions with others, with students acquiring skills through meaningful social activities in their cultural milieu, thus shaping their language development (Sun & Zhang, 2021).

Likewise, my third research participant, Shyam shared that the study gap caused by COVID-19 pandemic results in the deteriorated situation of English among students. He conveyed his experience:

> *The existing situation of teaching English is not satisfactory, particularly after the study gap caused by the COVID-19 pandemic. As a teacher, I have observed that students have lost interest in studying due to this gap. Furthermore, the lack of English language practice at home has resulted in students forgetting the language and struggling with vocabulary and grammatical rules. I have observed that they feel hesitant to use English in their social circles and family settings, which further impacts their language skills negatively.*

Shyam expressed that the current state of teaching English is far from satisfactory, especially after the study gap caused by the COVID-19 pandemic. The teacher narratives closely align with the theory of rurality, as observed by (Leibowitz, 2020). The participants in the study, echoing the challenges posed by limited access to technology in under-resourced rural schools, noted a decline in students' interest in studying, attributing it to the absence of English language practice at home. The lack of resources, such as projectors and audio-visual aids, seems to contribute to students forgetting the language and struggling with vocabulary and grammar. Moreover, the participants highlighted how students' hesitancy to use English in social and family settings adversely affects their language skills, thus exemplifying the direct impact of the rural context on English language teaching quality. The narratives shared by my research participants line up with the findings of a study conducted by Rai (2022). The study revealed that in the aftermath of the COVID-19 pandemic, there has been a noticeable decrease in student attendance in classrooms. Additionally, it was observed that some students have lost interest in studying, contributing to a high dropout rate in schools (Rai, 2022). The socio-cultural theory by Lev Vygotsky underscores that language development is intimately intertwined with social interactions and cultural

contexts (Lantolf & Pavlenko, 2008), challenging the notion of language acquisition as a solely individual endeavor.

Likewise, my fourth participant, Jagat also shared about the dismal situation of English in his school in the following way:

> *There is very miserable situation of teaching in my school, the condition is very miserable. The English base of our student is very weak, their proficiency is very weak because of which it is very hard to teach student and clarify them lessons, students couldn't easily understand the lessons. In my experience, I believe that practice is the key to improving English language skills. However, I have noticed that many of our students feel hesitant and shy to speak in English, and as a result, they tend to ignore practicing it. This reluctance to speak in English hinders their progress and undermines their language development. As educators, we need to find ways to create a supportive and encouraging environment that motivates students to actively engage in English language practice.*

The teacher's statements indicate that he is deeply concerned about the current state of English teaching at his school. He describes the situation as dire and believes that the weak English proficiency among students poses significant challenges. Teaching becomes difficult as the students struggle to grasp and understand the lessons due to their weak foundation in English. The perspective of education experts (Roberts & Green, 2013), suggesting that rural pupils may need to change to become less rural, echoes in the experiences shared by the research participant. The participant emphasizes the importance of practice in enhancing English language skills but observes that students' hesitancy to speak in English is a significant barrier. This aligns with the broader notion that rural students may face challenges not only in language development but also in adapting to external expectations, possibly influencing their willingness to engage actively in language practice.As an educator in a rural context, he emphasizes the crucial role of creating a supportive environment, aligning with the concept of socio-cultural theory, to facilitate English language acquisition and help students overcome shyness (Rana, 2016). In a study by (Ranjit, 2022) English teaching teachers have noticed that numerous students face difficulties with their English language skills. As a result, they feel afraid and embarrassed to use English. This situation becomes so concerning that some students even choose to skip or leave their English classes altogether. The hesitance regarding English speaking

among students affects more than just their confidence; it significantly hampers their proficiency and overall language development.

Socio-cultural theory, proposed by Lev Vygotsky, emphasizes the role of social interaction and cultural context in cognitive development (Lantolf & Pavlenko, 2008). According to this theory, language is not simply an individual acquisition process but is deeply embedded in social and cultural practices. Language learning occurs through interactions with others, and students acquire language skills by participating in meaningful social activities within their cultural context (Sun & Zhang, 2021). Students' language development is influenced by their social interactions and cultural surroundings. In rural areas where English is not commonly used, students may lack meaningful language interactions in English outside the classroom, hindering their language acquisition process. Proficiency in English is crucial for comprehending and excelling in all subjects. Within rural locales where English is not a prevalent medium of communication, students might face a dearth of meaningful language interactions in English beyond the classroom environment, thereby impeding their language acquisition journey. Mastery of the English language is pivotal for comprehending intricate subjects and excelling academically. Limited English skill proficiency can limit students' understanding of complex topics and hinder their active participation in class discussions, ultimately affecting their overall academic performance. To address this challenge, collaborative learning activities that encourage peer interaction can play a vital role in providing valuable language practice and fostering language development.

An Obstacle to Implement Student-Centered Learning

In the context of English language teaching in under-resourced environments, one of the significant challenges faced by teachers is the inadequate English language skills of students. Implementing student-centered learning approaches becomes particularly demanding when students have limited proficiency in English. This obstacle hinders the smooth execution of student-centered activities and restricts the full utilization of the teaching and learning opportunities provided by this approach (Dhami, 2021). Teachers find it arduous to effectively engage and explain lessons to students who struggle to comprehend the English language.

Throughout this study, English teachers expressed varying views on the specific obstacles that they encounter because of limitedEnglish language skills of students. One of my research participants, Ram disclosed his views:

Students here have very weak English language skill and many students find English to be a difficult subject, leading to decreased interest and lack of focus. This poses a difficulty for me in comprehending texts and engaging students in student-centered learning activities. Their limited language proficiency hampers their understanding of the content and inhibits meaningful interactions. Consequently, it is challenging for me to effectively engage students in student-centered learning activities, as the comprehension gap impedes meaningful interactions and discussions.

Ram's narrative sheds light on the challenges associated with insufficient English language skills among students. He highlights how many students perceive English as a difficult subject, leading to reduced interest and lack of focus. This presents a significant hurdle for teachers like Ram when it comes to comprehending texts and engaging students in student-centered learning activities. The limited language proficiency of students hampers their understanding of the content and impedes meaningful interactions in the classroom. When I went through his narrative, I found that his narrative seems similar to (Ranjit, 2022) who claim that students with limited language proficiency tend to exhibit reduced interest and concentration levels in the classroom. Similalrly, Vygotsky's socio-cultural theory emphasizes the pivotal influence of social interaction and cultural context on cognitive development (Lantolf & Pavlenko, 2008).

The temporal dimension is evident as Ram navigates the present state of students' language skills, which directly influences his teaching experiences. The challenges he encounters are tied to the current state of affairs, shaping his instructional strategies. Sociality is at play as Ram's experience echoes the collective reality of educators grappling with students' language limitations. The disclosed obstacle of weak English skills underscores the interconnected experiences of teachers striving to overcome this hurdle. Moreover, the place i.e., the specific educational setting where Ram teaches, takes center stage. The students' struggle with English language skills directly impacts the dynamics of this particular classroom. The classroom becomes a microcosm where language challenges intersect with the teacher's efforts to create meaningful learning experiences.

Similarly, my next research participant, Hari disclosed his experience regarding the challenge he had encountered because of student's weak English language skill in his class as follows:

English language is often ignored by students, they don't practice it at home in a daily life because of which students have very weak English language skill. When I attempt to explain lessons and clarify their doubts, I face considerable difficulty due to the students' limited understanding of English. It becomes challenging to effectively convey complex concepts and ensure their comprehension. When I try to implement student-centered learning activities, such as assigning presentations, I encounter additional obstacles. The students' weak language skills make them feel self-conscious and nervous about giving presentations. They often shy away from participating in class presentation activities, resulting in a lack of engagement and reluctance to actively participate in the learning process. This reluctance and lack of interest in student-centered activities pose a significant challenge for me as a teacher, as it hampers the effective implementation of such strategies in the classroom.

Hari's experience sheds light on the significant impact of weak English language skills among students. He observes that many students tend to neglect the practice of English outside the classroom, leading to a lack of proficiency in the language. This poses a challenge for Hari when it comes to effectively explaining lessons and addressing student queries, as their limited understanding of English hinders effective communication. Furthermore, Hari highlights the difficulties he encounters in implementing student-centered learning activities. Specifically, when assigning presentations to students, he notices that their weak language skills contribute to feelings of shyness and nervousness among the students. As a result, they often choose to skip participating in class presentation activities, demonstrating a lack of interest and hindering the successful implementation of student-centered learning approaches. The narrative of participant can be compared to the study conducted by Bisural (2022) who highlighted that students' low English proficiency and their fear of using the language hindered their active participation in activities such as group discussions, presentations, and speeches within the classroom setting. Vygotsky's socio-cultural theory underscores language acquisition through meaningful social activities within one's cultural context (Sun & Zhang, 2021).

The temporal dimension is evident as Hari grapples with the present state of students' language proficiency, which shapes his instructional experiences. The current challenges he faces stem from the current reality of students' language

struggles. Sociality comes to the fore as Hari's narrative underscores the shared issue of weak English language skills among students. His experience resonates with the broader collective of educators dealing with similar language-related impediments.

Similarly, another research participant, Shyam also agreed that it is difficult for teachers to implement student-centered learning activities due to student's weak English language skill. He disclosed that:

> *As a teacher, I have observed that many of my students hesitate to speak English in class and rarely practice it outside of the classroom. This lack of practice contributes to their weak language skills and inhibits their ability to actively participate in English discussions. In an effort to encourage student-centered learning, I recently introduced a group discussion activity in one of my classes. I instructed the students to use English during the discussions, hoping to create a more immersive language learning experience. However, to my dismay, the students seemed to freeze and the once lively classroom fell into an uncomfortable silence. It became apparent that their reluctance to engage in English discussions stemmed from their limited language proficiency. They simply ignored the opportunity to participate, making it challenging for me to implement student-centered learning activities effectively.*

Shyam's narrative highlights a common challenge faced in the classroom: students' hesitancy to speak English and their limited practice outside of school. This lack of practice directly impacts their language proficiency, hindering their active participation in English discussions. To address this issue and promote student-centered learning, the teacher introduced a group discussion activity with the aim of creating an immersive language learning experience. However, the teacher encountered a setback as the students froze and the classroom atmosphere became uncomfortably silent. It became clear that the students' reluctance to engage in English discussions stemmed from their limited language skills. They missed the opportunity to participate, posing a difficulty for the teacher in implementing effective student-centered learning activities. Here, Shyam's experience aligns with (Barksdale et al., 2021) who asserted that students' limited language skills hinder their participation in activities that require brainstorming or active engagement, posing a challenge for English teachers to effectively implement student-centered learning strategies. As, Vygotsky's socio-cultural theory asserts that students' language skills

develop through social interaction, shaped by their cultural environment (Sun & Zhang, 2021).

My fourth participant, Jagat also agreed with the narratives of previous participants and shared his experience on the challenge he faced due to student's weak English language skill in the following lines:

As a teacher, I face difficulties in clarifying students' confusions due to their weak foundation in the English language. Despite putting in my best efforts to explain the lessons, I often find it challenging to address their doubts and misunderstandings. The weak language base of the students makes it difficult for me to effectively implement student-centered learning activities. This limitation hampers my ability to engage students in interactive discussions and collaborative tasks, as their language proficiency acts as a barrier to meaningful participation and comprehension.

Jagat's narrative stresses that he faces difficulties in clarifying students' confusions due to their weak foundation in the English language. Despite putting in his best efforts to explain the lessons, he often finds it challenging to address their doubts and misunderstandings. The weak language base of the students, as highlighted by the theory of rurality, makes it difficult for him to effectively implement student-centered learning activities. The challenges faced by rural regions in gaining access to contemporary technologies and educational resources contribute to the limitations he experiences. This language barrier hampers his ability to engage students in interactive discussions and collaborative tasks, as their proficiency acts as a barrier to meaningful participation and comprehension (Maltzan, 2006).

The temporal dimension emerges as Jagat navigates the current academic landscape, characterized by students' prevailing language limitations that influence his instructional interactions. Sociality comes into play as Jagat's narrative aligns with the collective experiences of prior participants, highlighting a shared concern regarding students' weak English language skills. His voice resonates within the broader context of educators grappling with similar language-related obstacles.

Socio-cultural theory, as proposed by Vygotsky, underscores the paramount role of social interaction and culture in shaping cognitive development expertise (Lantolf & Pavlenko, 2008). This theory posits that language acquisition is not an isolated process but is profoundly intertwined with social and cultural practices. It highlights that language learning transpires through engagements with others, and

students acquire language proficiency by participating in meaningful social activities that are deeply rooted in their cultural milieu (Sun & Zhang, 2021). As students interact socially, their language skills evolve, intricately influenced by their interactions and the cultural milieu they are immersed in.

<div align="center">**Complexity in Implementing New Curriculum**</div>

All four participants of this research study shared their experiences on challenges in effectively implementing the new English curriculum. One of the participants, Ram narrated his experience in the following lines:

> *I believe that the new curriculum is of a high standard, but I think it is primarily focused on boarding school students' capacity. Students of government schools have very weak English base as a result, students at government schools, including my own, face difficulties in understanding it. The weak foundation in the English language among government school students adds to the challenge, as they struggle to grasp the lessons easily. Unfortunately, this leads to a lack of interest in learning English. As a teacher, I personally experience the consequences of this situation in my classroom. It becomes exceedingly difficult for me to clarify their confusions and help them comprehend the lessons effectively.*

Ram believes that the new curriculum is of a high standard, but he thinks it is primarily focused on boarding school students' capacity. He notices that students at government schools, including his own, face difficulties in understanding the curriculum due to their weak English foundation. The weak language base of government school students, Bhatt (2023), adds to the challenge as they struggle to grasp the lessons easily. As a teacher, he personally experiences the consequences of this situation in his classroom. He finds it exceedingly difficult to clarify their confusions and help them comprehend the lessons effectively. Ram's experience resonates with the views expressed by Bista (2011), who noted that a mismatch between the curriculum and students' capacity and language proficiency can lead to a lack of interest in studying. Bista's findings underscore the importance of designing curriculum and instructional materials that are tailored to students' abilities and language proficiency, fostering greater engagement and motivation for learning (Bista, 2011). The theory of rurality underscores how limited access to modern technologies and educational resources in rural areas can lead to educational disparities, particularly evident in the lack of exposure to English language

interactions beyond the classroom, hindering students' comprehension and engagement with the curriculum (Maltzan, 2006).

Similarly, another participant, Hari shared his challenges in adopting the new English curriculum among his students in the following ways:

I believe that the new curriculum does not adequately consider the capacity of our students in relation to their geographical situation. It seems to primarily cater to students from Kathmandu or the central region, possibly because English is considered an international language and students are expected to compete on a global level. However, I strongly feel that the curriculum should be tailored to the students' capabilities, taking into account that students from rural areas may have lower proficiency in English. The lessons included in the new curriculum are often complex and challenging for students to comprehend, which makes it difficult for me to explain them until they fully understand the meaning. Moreover, due to the students' weak foundation in English, it becomes a time-consuming task for me to cover all the lessons within the allocated time frame.

Hari expressed his belief that the new curriculum fails to adequately consider the students' capacity in relation to their geographical context. He noted that the curriculum appears to predominantly cater to students from Kathmandu or the central region, possibly due to the emphasis on English as an international language and the expectation for students to compete globally. However, he strongly emphasized the need for a curriculum that is tailored to the students' abilities, acknowledging that students from rural areas may have lower proficiency in English. According to him, the complexity of the lessons included in the new curriculum presents a challenge in terms of student comprehension. He finds it difficult to explain the lessons in a way that ensures full understanding. Furthermore, the students' weak foundation in English poses a time-consuming obstacle for him in covering all the lessons within the allocated timeframe.

Temporality manifests as Hari grapples with the new curriculum's present-day implications, contextualized within the evolving educational landscape. Sociality surfaces through Hari's insights, aligning with a collective concern regarding the curriculum's suitability for diverse student populations. Place gains prominence as Hari's narrative unfolds within his specific teaching environment, where the curriculum's implications intersect with the localized realities of students hailing from

different geographical backgrounds. The theory of rurality underscores that rural regions frequently encounter difficulties in attaining contemporary technologies and educational tools, leading to disparities in educational achievements (Maltzan, 2006).

Likewise, my other research participant Shyam and Jagat also admitted that the new curriculum is very difficult to adopt. They shared their common experience in the following ways:

> *As a teacher, I find that the new English curriculum is designed with a student-centered learning approach, encouraging active participation and practical learning experiences. While the curriculum itself is comprehensive and well-structured, I have noticed that it may not be suitable for students in government schools like ours. The linguistic level of the curriculum does not align with the language proficiency of our students, making it challenging for them to grasp the lessons. Consequently, teaching these lessons becomes equally difficult for me as the curriculum is designed at a higher standard level. The weak language base and limited knowledge of English among students pose significant obstacles in implementing the curriculum effectively. Despite our efforts, we struggle to fully utilize the curriculum as students face difficulties in understanding the lessons, and I find it challenging to explain the content adequately.*

Here, Shyam and Jagat insights regarding the new English curriculum. They recognize the curriculum's emphasis on student-centered learning, which promotes active engagement and practical learning opportunities. However, they raise concerns about its suitability for students in government schools, including their own. According to them, the curriculum's linguistic level does not align with the language proficiency of their students, creating difficulties in understanding the lessons. Consequently, they find it equally challenging to teach these lessons, considering the higher standard level of the curriculum. The weak language foundation and limited English knowledge among students present significant obstacles in effectively implementing the curriculum. Despite their best efforts, they struggle to fully utilize the curriculum due to students' difficulties in comprehending the content. This situation makes it challenging for them to adequately explain the lessons to the students. The study conducted by Panthee (2020) further accentuated the challenges associated with the updated curriculum, particularly in rural schools. The research highlighted that the new curriculum presents complexities that hinder both student

comprehension and understanding. This difficulty extends not only to the students themselves but also affects some teachers in rural school settings (Panthee, 2020). The theory of rurality highlights challenges in rural areas accessing modern technologies suggesting that the rural students may need to shed their rural identity to adapt to different educational contexts (Roberts & Green, 2013).

As per the narratives of the participants, the new English curriculum seems to be designed with students from more urban and privileged backgrounds in mind, possibly those attending boarding schools or from central regions. This design may not consider the linguistic and cultural backgrounds of students in rural areas, where English may not be commonly spoken or used in daily life. Consequently, the curriculum can be challenging for rural students to comprehend, leading to a lack of interest in learning and hindering their language development. Moreover, the participants highlight that the weak English language base of students in rural schools adds to the complexity of implementing the curriculum effectively. The limited opportunities for meaningful language interactions in English outside the classroom further hinder the language acquisition process.

Theory of rurality emphasizes that rural areas often face challenges in accessing modern technologies and educational resources, and this can result in disparities in educational outcomes (Maltzan, 2006). According to education experts Roberts & Green (2013), there exists a perspective suggesting that rural students should undergo transformation or relinquish their rural identity to become less attached to their rural origins. In under-resourced rural schools, like the ones mentioned in the study, there is often a mismatch between the curriculum and students' language proficiency and abilities. In this case, the lack of exposure to English language interactions beyond the classroom in rural settings can contribute to the students' difficulties in grasping the lessons and engaging with the curriculum.

Limited Teaching Materials

Nepal's education system grapples with resource deficiencies, including a lack of language labs, libraries, computers, and internet access. Limited availability of audio-visual equipment and textbooks hinders students' access to materials, while English language teaching faces challenges from inadequate policies, untrained teachers, and insufficient resources. These barriers impede the effective implementation of the communicative approach introduced in 1992, insufficient

teaching resources pose a significant barrier to effective English instruction in diverse contexts (Aryal et al., 2016).

The narratives shared by the four participants in this study highlight the challenges they face due to limited teaching and learning resources in their schools. The scarcity of resources makes it difficult for them to effectively teach and engage students in the classroom, impacting the quality of education they can provide. Ram narrated his insights in the following ways:

> *At first, the most essential resource for teaching is textbooks. However, due to the recent curriculum change, there has been a delay in receiving the required textbooks. This poses a significant challenge for me as a teacher, as the lack of textbooks makes it extremely difficult to effectively explain lessons and actively engage students in the teaching-learning process. Moreover, this delay hampers our progress in completing the course within the designated time frame. Consequently, running the class smoothly and ensuring timely coverage of the course become highly challenging tasks for me.*

Ram, shared his perspective on the challenges he faces in the classroom. According to him, textbooks are a crucial resource for effective teaching. However, with the recent curriculum change, there has been a delay in receiving the required textbooks. This delay creates a significant hurdle for Ram as a teacher. Without textbooks, he finds it extremely challenging to explain lessons effectively and actively engage students in the teaching-learning process. Additionally, this delay in obtaining textbooks hampers their progress in completing the course within the designated time frame. As a result, Ram experiences difficulties in running the class smoothly and ensuring timely coverage of the curriculum. The study conducted in Nepal, undertaken by Ghimire (2019), underscored the prevalent issue of delayed textbook distribution in rural schools. This delay substantially amplifies the challenges related to book availability and further exacerbates the scarcity of essential educational resources within the school premises (Ghimire, 2019). Theory of rurality suggests that rural regions, including schools in Nepal, frequently encounter difficulties in accessing modern educational resources and infrastructure, leading to shortages of teaching materials like textbooks, audio-visual aids, and technology (Roberts & Green, 2013).

In this unfolding chronicle, the temporal dimension casts its shadow, revealing the flux of educational evolution. The recent shift in curriculum stands as a testament

to the ever-changing winds of pedagogical innovation. As Ram's voice reverberates through the pages, his insights unveil a temporal juncture where the timely provision of textbooks becomes the linchpin of effective education. The delay in receiving these pivotal resources unveils a temporal quandary, where the very fabric of lessons and learning remains entangled in the threads of time. In this landscape of place, Ram's narrative unfolds within the confines of his classroom, where the walls bear witness to the dynamic interplay of resource availability and pedagogical aspirations. His story is closely intertwined with the surroundings of his school, both in terms of the physical space and the way education happens there. This setting is marked by the unpredictable availability of resources and the unwavering commitment of teachers.

Similarly, another research participant, Hari also shared his experience regarding challenging situation he faced due to lack of teaching resources in his school. He narrated his experience as:

> *As a teacher, I find that the physical facilities in my school are good. However, when it comes to technology, my school lags behind. We lack projectors and materials for audiovisual aids, relying solely on a board and board marker as teaching resources. This poses a significant challenge for me, as the absence of audiovisual aids makes it very difficult for me to cover the listening exercises in the curriculum. Consequently, I face a great difficulty in developing the listening skills of my students.*

Hari indicates that as a teacher he faces the challenges due to the lack of technological resources in his school. While the physical facilities are adequate, the absence of projectors and audiovisual aids hampers his teaching methods, forcing him to rely on traditional tools like the board and board marker. This limitation significantly impacts his ability to conduct listening exercises, hindering the development of essential listening skills in his students. As a dedicated teacher, he recognizes the importance of fostering language skills but struggles to create an engaging learning environment without the necessary technological support. The school's limited resources underscore the need for investing in modern technology to enhance language learning experiences and support teachers in delivering more effective lessons. Theory of rurality underscores the influence of geographical and socio-economic factors on educational access and quality within rural environments (Stokes et al., 1999).

The other two research participants, Shyam and Jagat (pseudo names) shared their experiences as similar to previous participants. They both conveyed that:

> As a teacher, I personally face the issue of insufficient textbooks and delays in obtaining them for my students in our school. This situation creates difficulties in running my classes smoothly and actively involving students in the learning process. Moreover, it presents a challenge for me to complete the course within the allocated time frame. Another obstacle I face is the absence of audio-visual aids, which makes it exceptionally challenging to facilitate listening exercises and develop the listening skills of my students.

Shyam and Jagat (pseudo names) said that as teachers, they personally face the issue of insufficient textbooks and delays in obtaining them for their students in their school. According to them, this situation creates difficulties in running their classes smoothly and actively involving students in the learning process. They also mentioned that it presents a challenge for them to complete the course within the allocated time frame. Additionally, they highlighted the absence of audio-visual aids as another obstacle they face. They emphasized that this absence makes it exceptionally challenging to facilitate listening exercises and develop the listening skills of their students. The narratives of my research participants correspond with the study by Ghimire (2019), which emphasized that teachers in rural schools encounter significant obstacles in relation to teaching materials. The study revealed that many teachers lacked access to essential teaching resources, resulting in a slower teaching pace and adversely impacting the overall teaching process due to the inadequate availability of materials (Ghimire, 2019).

According to the theory of rurality, rural areas often face challenges in accessing modern resources and educational facilities compared to urban or more developed regions. In the context of rural schools in Nepal, the scarcity of teaching materials such as textbooks, audio-visual aids, and technological resources is a manifestation of the limited infrastructure and resources available in these remote areas (Aryal et al., 2018). Theory of rurality highlights the impact of geographical and socio-economic factors on educational access and quality in rural settings (Stokes et al., 1999). The lack of adequate teaching resources in these schools can hinder students' learning experiences, making it difficult for teachers to deliver effective instruction and engage students in the learning process.

Overcrowded Classrooms

The teaching of English in Nepal is hindered by the issue of overcrowded classrooms, where there is a high student-to-teacher ratio. Many government-aided schools in Nepal have more than sixty students per class, leading to overcrowding and even the need for multiple students to share a single bench. The size of the class directly affects both student achievement and behavior, with larger classes often experiencing more disciplinary problems (Aryal et al., 2016).

The participants in this study mentioned that they face a significant challenge in managing overcrowded classrooms due to the high number of students. They expressed that this overcrowding makes it difficult for them to effectively assess the performance of each student. One of the participants, Ram disclosed that:

> *The number of students in our class is very high and as our students didn't focus on English, they used to make noise and disturb classes. With so many students, it becomes difficult to maintain control and create a peaceful learning environment. The constant noise and disruptions make it hard for me to conduct meaningful lessons and engage with each student individually. I struggle to provide attention and support that each student deserves, which impacts their language learning progress. The overcrowded classroom hinders effective communication and makes it challenging to deliver lessons in a way that meets the needs of all students. Moreover, their lack of focus on English further complicates the situation. To address this issue, I believe we need to explore solutions like reducing class sizes or implementing better classroom management strategies to create a more conducive learning environment for English language instruction.*

Ram expressed that, as a teacher, he faces a daunting challenge in the classroom due to the high number of students and their lack of focus on English. The overcrowded class becomes a chaotic environment, with constant noise and disruptions hindering the teaching and learning process. This makes it extremely difficult for Ram to maintain control and establish a peaceful atmosphere for effective English language instruction. The large class size also means he struggles to provide individual attention and support to each student, impacting their language learning progress. The students' lack of focus on English adds another layer of complexity, making it challenging to engage them in meaningful lessons. Ram recognizes the need for practical solutions to address this issue. Reducing class sizes or implementing

better classroom management strategies could create a more conducive learning environment for English instruction, allowing for improved communication and personalized teaching approaches to meet the diverse needs of all students. In an overcrowded classroom, social dynamics, as per the socio-cultural theory of learning, can be compromised, hindering the creation of an optimal learning environment (Lantolf & Pavlenko, 2008).

Ram's account underscores the present challenges he confronts in his teaching environment. The current classroom setting, influenced by the theory of rurality, is characterized by a high student population and temporal constraints, directly impacting the teaching experience. Additionally, the classroom's social dynamics, as highlighted by the theory of rurality, are shaped by students who lack a strong focus on English, reflecting the impact of geographical and socio-economic factors on educational access and quality in rural settings (Stokes et al., 1999). This social context, combined with the large class size, creates a challenging learning environment to manage. The continuous noise and disturbances hinder Ram's ability to conduct meaningful lessons and engage with each student individually, consequently affecting the quality of education he aims to provide.

In this specific place, the overcrowded classroom becomes a barrier to effective communication and personalized teaching. The lack of individual attention due to the class size affects the language learning progress of students, highlighting the importance of addressing this issue. Ram envisions potential solutions, indicating a future-oriented perspective. These solutions, such as reducing class sizes or implementing improved classroom management strategies, reflect his desire to create a more conducive and productive learning environment. By acknowledging these challenges and proposing forward-looking solutions, Ram showcases his commitment to enhancing the quality of English language instruction in his classroom.

Likewise, Hari shared that,

Some of our students don't seem to care much about learning English. It makes me sad to see that they treat English as a joke and don't take it seriously. Instead of paying attention, they prefer to do their own thing, make noise, and disturb the whole class. Dealing with these students becomes really tough, and it leads to overcrowding and even more disruptions. I must admit, I sometimes feel frustrated in the classroom because I struggle to keep control and make it a good learning place. The constant noise and interruptions make

it hard for me to teach English properly. It's tough to get their attention and make the lessons interesting. Their lack of focus and interest in English makes it even harder to teach effectively, and I feel overwhelmed by it all. I wish we could find a way to get them interested and make learning English fun for them.

Hari explained that he feels disheartened by some of the students' lack of interest in learning English. He is sad to see that they do not take English seriously and treat it like a joke. Instead of paying attention in class, they do their own thing, making noise, and disrupting the entire class. The concept of rurality underscores the difficulties faced by rural areas in embracing contemporary technologies, implying that students from these regions might have to give up their rural identity to adjust to diverse educational environments (Roberts & Green, 2013). Dealing with such students becomes incredibly tough, leading to overcrowding and even more disruptions. Hari honestly admitted that he sometimes feels frustrated in the classroom because it is challenging to maintain control and create a positive learning environment. The constant noise and interruptions make it difficult for him to teach English effectively. Getting their attention and making the lessons interesting seems like an uphill battle. The students' lack of focus and interest in English makes teaching even harder for Hari, leaving him feeling overwhelmed. He expressed his wish to find a way to spark their interest and make learning English a fun experience for them. According to the socio-cultural theory, effective learning is shaped by meaningful social interactions between students and teachers within a cultural context (Lantolf & Pavlenko, 2008).

Hari's narrative reveals the intricate interplay of temporality, sociality, and place within his teaching experience. In the present moment, he grapples with the immediate challenge of certain students who exhibit a lack of interest in learning English. This temporal dimension is intertwined with the social dynamics of the classroom, where some students treat English casually and disrupt the learning process. This social context contributes to the creation of a specific place of learning, characterized by noise and disturbances that hinder effective teaching. In this particular classroom setting, the lack of student engagement impacts the overall learning environment. The social dynamics manifest in the form of noise and disruptions, which create a challenging place for teaching. Hari candidly acknowledges his feelings of frustration and struggles to maintain control in this

environment. The disruptions, a product of the social interactions among students, contribute to the overcrowding and chaos that Hari faces. Amidst these challenges, Hari's perspective echoes a forward-looking aspiration. He expresses a desire to transform the current state of disengagement into a more positive and engaging place of learning. This future- oriented outlook emphasizes the importance of sparking student interest and making the learning experience enjoyable, showcasing Hari's commitment to creating a more conducive and fulfilling English learning environment.

Another two participants, Shyam and Jagat shared their common perspectives regarding classroom situation and challenge in the following way:

As a teacher, I face the issue of having a high number of students in my class, which leads to overcrowding. This overcrowding poses several challenges for me. It becomes very difficult for me to effectively control the class and teach lessons in such a crowded environment. Additionally, due to the large number of students, it becomes nearly impossible for me to properly monitor and evaluate the performance of each individual student in the classroom.

Shyam and Jagat shared that they face the common issue of having a high number of students in their respective classes, resulting in overcrowding. They expressed that this overcrowding presents several challenges for them as educators. They find it increasingly difficult to maintain control over the class and deliver lessons effectively in such crowded environments. Moreover, due to the large number of students, they explained that it becomes nearly impossible for them to adequately monitor and evaluate the performance of each individual student in the classroom. The another study conducted by Akbari (2015), had similar views that overcrowded classrooms lead to a lack of English language practice for students, hindering their ability to overcome language learning difficulties and communicate proficiently. This presents significant challenges for teachers in delivering personalized instruction, monitoring student progress, managing the classroom effectively, and covering the curriculum comprehensively. The impact of overcrowded classrooms is especially noticeable in classroom management and student assessment.

According to the socio-cultural theory, learning is influenced by social interactions and cultural context (Lantolf & Pavlenko, 2008). In an overcrowded classroom, the social dynamics can be affected, leading to difficulties in creating a conducive learning environment. The theory emphasizes the importance of meaningful

interactions between students and teachers for effective learning. However, in an overcrowded classroom, it can be challenging for teachers to engage with each student individually, limiting the opportunities for meaningful interactions. In an overcrowded classroom, students from diverse backgrounds may have varying language proficiency levels and cultural experiences. Teachers may find it difficult to address the individual needs and cultural contexts of each student, making it challenging to tailor the language instruction accordingly. Additionally, the socio-cultural theory emphasizes the role of language as a tool for communication and learning (Lantolf & Pavlenko, 2008). In an overcrowded classroom with constant noise and disruptions, effective communication between the teacher and students can be hindered. This can impede language learning and comprehension, as students may struggle to focus and participate actively in the learning process.

Chapter Summary

This chapter focuses on the challenges faced by teachers in teaching English in their respective schools. The narratives of Ram, Hari , Shyam, and Jagat shed light on various issues such as weak English language skills among students, limited resources, curriculum misalignment, overcrowded classrooms, and the impact of the COVID-19 pandemic. The teachers express concerns about the students' lack of interest and focus on English, difficulties in pronunciation and reading skills, and limited practice outside of school. They also highlight the challenges in implementing student-centered learning activities and the need for tailored curricula that consider students' abilities and language proficiency. The scarcity of resources like projectors and audio-visual aids, delayed textbook availability, and overcrowded classrooms further hinder effective teaching and student engagement. Overall, the chapter attempts to address these challenges to enhance English language learning outcomes in schools.

CHAPTER V

TEACHER'S STRATEGIES FOR COPING WITH CHALLENGES

This chapter focuses on the second research question of the study: How do the English teaching teachers cope with the challenges they faced while teaching under-resourced context? The participants shared their unique classroom teaching experiences, which were critically analyzed and supplemented with relevant theories and existing literature. The findings were organized into distinct categories, and common themes emerged from the participants' narratives. Each theme is extensively described and discussed, shedding light on the strategies employed by the teachers to overcome the obstacles they faced. The examination and illumination of these strategies provide valuable insights into how educators effectively navigate the challenges within the resource-constrained environment.

In Nepal's culturally diverse setting, teaching and learning English pose unique difficulties. The conventional approach of EFL is no longer sufficient, given English's significance in various domains (McKay & Bokhorst-Heng, 2017). Teachers experience stress and lack adequate training to adapt to evolving methodologies and technology. Limited resources, like audio devices, add to the challenges. Additionally, navigating linguistic and cultural diversity presents further obstacles for teachers in formulating effective English language instruction strategies (Saud, 2020; Bhattarai, 2017).

All the research participants, experienced in teaching English, openly shared their valuable insights and practical strategies for overcoming obstacles in under-resourced contexts. The dedicated teachers recounted their years of experience, which I carefully analyzed, coded, and categorized. From this analysis, distinct themes emerged, each receiving a thorough explanation in response to the initial research question. Under specific subheadings, I outlined the diverse experiences shared by these teachers, shedding light on the effective strategies they applied to tackle the challenges they faced.

Introducing New Words for Vocabulary Development

The importance of vocabulary in language proficiency has garnered considerable attention from scholars and experts. It serves as a vital element in enhancing learners' speaking, listening, reading, and writing skills. A limited

vocabulary can hinder students from achieving their maximum potential (Bhattarai, 2023). Teachers emphasized the importance of building a strong foundation in English language skills and stated that one way to address this issue is by introducing vocabulary items during classroom teaching.

All the participants in this study acknowledged the students' weak English language skills as a common challenge. They emphasized the importance of building a strong foundation in English language skills and stated that one way to address this issue is by introducing vocabulary items during classroom teaching. Ram shared his approach to teaching vocabulary items in the following manner:

> *I've noticed that many of my students struggle with English, and their lack of practice is making it worse. So, to help them improve, I focus on enhancing their vocabulary, which is crucial for building a strong English foundation. Every day, I introduce simple new words using a dictionary, and I make sure to explain their meanings in Nepali so they can understand them easily. I believe that this approach really helps them understand and remember English words better.*

Here, Ram, shared his effective strategy to help students improve their English skills. He noticed that many students struggle with English due to lack of practice. To tackle this challenge, he focuses on enhancing students' vocabulary, which is essential for a strong English foundation. Every day, he introduces new words to the students using a dictionary and explains the meanings in Nepali to make it easy for the students to understand. He believes that this approach helps the students better understand and remember English words. According to a study conducted by Dhami (2021), focusing on vocabulary improvement in students is essential for addressing their weak foundation. Consequently, it becomes crucial for teachers to enhance students' vocabulary skills (Dhami, 2021). When teachers prioritize vocabulary development, they provide students with the tools to better understand and express themselves in English. Furthermore, the focus on teaching vocabulary corresponds with the theory of rurality's stress on delivering varied and captivating learning encounters (Roberts & Green, 2013). By regularly introducing new words and explaining their meanings in a way that is easily understandable, teachers like Ram and Jagat create an engaging and supportive learning environment.

Another participant, Jagat shared that:

Our student is very weak in English proficiency and they ignore it and never practice it which results in weak vocabulary in students. So during teaching lessons, I used to tell students to underline the words they feel unfamiliar with and ask me for the clarification and I clear the meanings in Nepali, I also encourage them to make simple sentences with those complicated words so that they can memorize it easily.

Jagat explained that he faces a challenge with his students' weak English proficiency and their tendency to ignore the language, which leads to weak vocabulary. To address this issue during his teaching lessons, he has implemented a helpful strategy. He encourages his students to underline words they find unfamiliar while studying. When they come across these unfamiliar words, he asks them to approach him for clarification. Jagat takes the time to explain the meanings of these words in Nepali, making it easier for the students to understand. Additionally, he motivates his students to practice and remember these new words by encouraging them to create simple sentences using those words. This approach aims to strengthen their vocabulary and support their overall English language learning process. By providing clear explanations and engaging activities, Jagat strives to help his students improve their language skills and gain confidence in using English. According to the theory of rurality, teaching concepts in students' native language in rural areas promotes better comprehension and engagement, aligning with the emphasis on diverse and engaging learning experiences, particularly through vocabulary instruction (Roberts & Green, 2013).

Jagat's experience reveals a temporal challenge related to his students' weak English proficiency and their lack of practice, resulting in limited vocabulary. Within his classroom setting, Jagat employs a proactive approach to address this issue. By encouraging students to underline unfamiliar words and seek clarifications, he creates a supportive social environment for learning. This strategy takes place in the context of his specific classroom, where he takes the initiative to explain word meanings in Nepali. Furthermore, the practice of constructing sentences using these words fosters a sense of active engagement and participation among students, contributing to their language development. Jagat's efforts exemplify how, within the constraints of his teaching environment, he adapts his methods to enhance students' language skills and promote effective English learning.

Similarly, Hari and Shyam another two participants in this study also said that they focus on vocabulary instruction to develop the English language skill and shared their common perspective in the following way:

As a teacher, I always bring in 3-4 new words during our lessons and teach my students what they mean. I tell them to make many sentences using these words and practice them a lot, so they can remember them easily. This really helps them improve their vocabulary. I take my time to explain the lessons very carefully, making sure they understand everything. Sometimes, I even explain the lessons in Nepali, so they can understand better. This way, my students are getting better at English.

As indicated by the teacher's narratives, they have a great strategy to help their students improve their English vocabulary. They bring in 3-4 new words in each lesson and teach the students what they mean. They encourage the students to make lots of sentences using these words and practice them regularly. This helps the students remember the words easily and improves their vocabulary. The teacher also takes their time to explain the lessons carefully, making sure the students understand everything. They even explain the lessons in Nepali sometimes, so the students can understand better. The emphasis on vocabulary instruction by teachers in this study aligns with research suggesting that students with advanced vocabulary skills are more adept at comprehending new terms and understanding written texts than those with limited vocabulary knowledge (Bhatt, 2023). When teachers focus on introducing new words, explaining their meanings, and encouraging students to practice using them, it enhances their language abilities and comprehension skills. This approach not only improves their language proficiency but also enables them to engage more effectively with various academic materials.

In the context of the teaching environments, Hari and Shyam share a common temporal strategy to enhance their students' English vocabulary. Within their classrooms, they consistently introduce 3-4 new words during each lesson, emphasizing active engagement and practice. This pedagogical approach fosters a social dynamic where students are encouraged to create numerous sentences using the newly introduced words, facilitating vocabulary retention and improvement. The teachers' dedication to explaining lessons meticulously and even providing explanations in Nepali when needed enhances students' comprehension and learning experience. This strategy takes place within their specific teaching settings, reflecting

their commitment to adapting methods that suit the needs of their students and contribute to their language development. As a result, the students are making notable progress in their English language skills under the guidance of these dedicated teachers.

In the theory of rurality, one key aspect is the need for resourcefulness and adaptability in the teaching-learning process, especially in schools with limited access to traditional teaching materials (Roberts & Green, 2013). The teachers in this study exemplify these qualities by using simple tools like dictionaries, explaining meanings in Nepali, and encouraging students to practice new words through sentence-making. Additionally, the teachers' practice of explaining lessons in Nepali reflects their sensitivity to students' language backgrounds and cultural contexts. In rural areas, students may have a better grasp of concepts when they are initially explained in their native language. This approach fosters better understanding and engagement, which is essential for effective learning. Moreover, the emphasis on vocabulary instruction aligns with the theory of rurality's emphasis on providing diverse and engaging learning experiences (Roberts & Green, 2013). By incorporating new words and sentence-making activities, the teachers are creating interactive and interesting learning environments, even with limited resources. Overall, the findings demonstrate that teachers in under-resourced schools play a crucial role in addressing the vocabulary development challenges their students face. Their resourcefulness and adaptability, in line with the theory of rurality, contribute to creating meaningful learning experiences and promoting language proficiency despite limitations in available resources.

Utilizing Personal Devices to Enhance Listening Skills

Alternative teaching methods and materials in teaching English refer to non-traditional approaches and resources used to enhance language learning, such as utilizing personal devices like mobile phones, creating visual aids, charts and posters, and promoting group work and collaborative learning in the absence of textbooks. These alternative approaches aim to provide engaging, interactive, and diverse learning experiences to facilitate effective English language teaching (Adhikari, 2021).

The participants in this study reported that they utilize alternative teaching methods and materials in case of lack of teaching materials in school. Their narratives are given as follows.

Ram, the first research participant conveyed that:

In our school, we often face with delay in text books. In case of a lack of textbooks in my class, I resort to teaching students with the help of the curriculum or syllabus, engaging them in their studies. Similarly, when there is a shortage of teaching materials like audio-visual aids for conducting listening tests, I personally read scripts to the students to actively involve them in the learning process. Moreover, when the school lacks sufficient resources, I make use of locally available options. For instance, I utilize the radio and my personal phone, especially to enhance students' listening skills.

Ram expressed that in his school, sometimes he faces delays in getting textbooks. When there aren't enough textbooks in his class, he doesn't let that stop him from teaching the students. Instead, he resorts to using the curriculum or syllabus to engage the students in their studies. He is resourceful and creative. If there's a shortage of teaching materials like audio-visual aids for listening tests, he takes matters into his own hands. Ram personally reads scripts to the students, actively involving them in the learning process. He makes sure they have the chance to practice and improve their listening skills. Even when the school lacks enough resources, Ram finds a way. He uses locally available options like the radio and his own phone to enhance the students' learning experience. He is a dedicated teacher who always tries his best to help the students learn, no matter the challenges they face. The narrative is consistent with the findings of study by Ghimire (2019), which corroborated that teachers resort to using their personal laptops and smartphones as viable substitutes due to the inadequate availability of teaching and learning resources. These electronic devices enable the implementation of audio-visual exercises and serve as practical alternatives in schools facing resource limitations (Ghimire, 2019). The theory of rurality acknowledges that educators in rural or under-resourced settings need to be innovative and adaptable to effectively teach and engage their students (Balfour et al., 2008).

Similarly, Hari, another participant in the research study, shared similar insights regarding the utilization of alternative materials in the teaching-learning process. Hari stated that:

In the school where I teach, we have a big problem with audio-visual aids. There are listening exercises in the lessons to help students improve their listening skills. But we don't have enough cassettes and radios to do these

exercises properly. It's a real challenge! So, to find a solution, I started using my mobile phone as an audiovisual aid for the listening tests. What I do is search for the texts on the internet, download them on my phone, and then play them for the students during the exercises. It's not ideal, but it works! This way, I can still help the students practice their listening skills and make the lessons more engaging for them.

In his explanation, it is mentioned that he faces a significant problem with audio-visual aids at his school. The teacher explains that there are listening exercises designed to improve the students' listening skills, but the school lacks enough cassettes and radios to conduct these exercises properly. This limitation presents a real challenge for him. To overcome this obstacle, he came up with a resourceful solution. He started using his mobile phone as an audiovisual aid for the listening tests. He searches for the texts on the internet, downloads them on his phone, and then plays them for the students during the exercises. Though it is not an ideal situation, he makes it work to the best of his abilities. This resourceful approach allows him to still help the students practice their listening skills and create more engaging lessons for them. Within the framework of rurality theory, a crucial element involves the necessity for skill and flexibility in the educational process, particularly in schools that have restricted availability of conventional teaching resources (Roberts & Green, 2013).

Embedded within the specific context of his school environment, Hari addresses the temporal challenge of limited audio-visual aids. He navigates a social landscape where listening exercises hold importance for enhancing students' listening skills. However, the scarcity of resources like cassettes and radios hampers the proper execution of these exercises, presenting a tangible obstacle. In response, Hari employs a creative solution rooted in the available technology of his time and place. By using his mobile phone as an alternative audiovisual aid, he demonstrates adaptability within his teaching approach. This resourceful strategy transcends the constraints of his physical setting, as he harnesses the internet to download texts and engage students effectively. In this dynamic interplay of temporality, sociality, and place, Hari's dedication to innovative teaching methods enriches the learning experience and underscores the role of educators in overcoming challenges within their educational contexts.

Likewise, the two research participants, Shyam and Jagat shared similar approach regarding use of teaching material in classroom. They commonly shared that:

When there is a shortage of audiovisual aids, I rely on my personal phone and occasionally my laptop to teach students and enhance their listening skills. By utilizing these devices, I am able to engage students in interactive learning activities and provide them with the necessary audio resources for listening exercises. Sometimes I search for educative videos in internet and download it in my laptop then show them among students which helps to enhance their listening skills and grab their interest in learning English. I try to create an interactive and interesting learning environment for my students.

Shyam and Jagat reported that they encountered a shortage of audiovisual aids in their teaching environment. However, to overcome this challenge, they have come up with innovative solutions. They rely on their personal phones and occasionally their laptops to teach and enhance the students' listening skills. By using these devices, they can engage students in interactive learning activities and provide audio resources for listening exercises. They mentioned that they often search for educational videos on the internet and download them on their laptops to show to the students, which helped enhance their listening skills and piques their interest in learning English. Both Shyam and Jagat strive to create an interactive and interesting learning environment for their students despite the limitations in available resources. The narratives of my research participants correspond with the assertions made by Bhattarai (2017), who underscored the benefits of teachers in rural schools utilizing personal devices when faced with limited teaching materials. Specifically, these devices are found to be advantageous for students, particularly in relation to their listening activities (Bhattarai, 2017).

The coping strategies utilized by the teachers in this study, involving the use of alternative teaching methods and materials, are closely related to the theory of rurality. Theory of rurality focuses on understanding the unique challenges and opportunities that educators face in rural or under-resourced contexts (Dhami, 2021). In rural areas or schools with limited resources, teachers often encounter difficulties in accessing traditional teaching materials like textbooks and audio-visual aids. However, the teachers in this study have demonstrated resourcefulness and

adaptability by utilizing alternative materials and methods to overcome these challenges.

Theory of rurality recognizes that educators in rural or under-resourced settings must be innovative and flexible to effectively teach and engage their students (Balfour et al., 2008). These teachers exemplify this principle by leveraging the available resources and technology to provide diverse and engaging learning experiences for their students. Overall, the coping strategies adopted by these teachers align with the theory of rurality, showcasing their ability to navigate challenges and maximize the learning potential in under-resourced contexts. Their resourcefulness and dedication demonstrate how teachers can effectively adapt their approaches to generate expressive and impactful wisdom involvements for their students despite limited resources.

Engaging Group Works, Pair Activities and Discussions

In the context of managing overcrowded classrooms, engaging and effective teaching methods play a crucial role in student learning. Employing a variety of teaching strategies allows teachers to better understand and cater to the individual needs and interests of their students. By being aware of student's characteristics, teachers can create a more personalized and responsive learning environment in crowded classroom settings (Bhatt, 2023). By embedding language acquisition within relevant contexts like interactive discussions, role-playing, and simulations, the learning experience becomes more engaging and enduring. Encouraging collaboration through group tasks, paired activities, and guided discussions fosters peer learning, allowing students to share knowledge. Furthermore, integrating task-based learning, where language is used purposefully in real-life projects, enhances practical language skill development, enriching overall educational journey (Bisural, 2022).

The participants reported that they engage students in various teaching methods to control overcrowding in the classroom. Their narratives are given as follows.

One of the research participants, Ram, shared his approach to engaging students through various teaching methods as:

> *In my classroom, when we have too many students and it gets crowded, I use communicative approach to make the most of our time. Since some students are not very interested in English, they tend to make more noise and chat with each other instead of paying attention to the lessons, which can be quite*

distracting. So, to keep them engaged, I encourage conversations and dialogues among the students. I also get them to work in pairs or groups, which helps increase their participation. My main focus is on listening, speaking, reading, and writing activities, so we cover all aspects of language learning using the communicative approach. This way, even in a crowded classroom, I try to create a lively and interactive learning environment.

Ram's narratives indicate that he faces the challenge of overcrowded classrooms and students who are not very interested in learning English. To tackle this issue, he employs communicative approach in his teaching. By encouraging conversations and dialogues among the students, he aims to keep them engaged and minimize distractions caused by the crowded environment. Ram also uses group and pair work to increase student participation and create an interactive learning atmosphere. His main focus is on developing listening, speaking, reading, and writing skills, ensuring a well-rounded language learning experience for his students. Despite the challenges of a crowded classroom, Ram strives to make learning lively and enjoyable through communicative approach.

In line with socio-cultural theory, a learner's spoken language skills are improved through the mediation of teachers, peers, and technology, playing a role in the learner assimilating and internalizing the guidance provided by the teacher (Rana, 2016). In the context of teacher's classroom, Ram grapples with the temporal challenge of overcrowded spaces and disinterest among students. Within this social landscape, characterized by noise and distractions, he employs a pedagogical approach that resonates with his place and time. By implementing communicative approach, he addresses the dynamics of his classroom environment. This strategy, fostering conversations and dialogues among students, echoes the social interactions of his setting. By encouraging group and pair work, Ram taps into the sociality of collaborative learning, adapting to the needs of his learners and their collective engagement. Moreover, his emphasis on skills and activities acknowledges the multifaceted nature of language acquisition, aligning with the contemporary focus on holistic language development. In navigating the constraints of his classroom's temporality, social dynamics, and place, Ram crafts an interactive and dynamic learning atmosphere, bridging the gap between pedagogy and context.

Similarly, Hari and Shyam shared similar approach for controlling overcrowding in their classroom, they commonly disclosed that:

As I have to deal with a high number of students in a classroom, the challenge of overcrowding often arises. Some of the students don't seem very interested in learning English, so they make noise and disrupt the class. To manage this, I have a trick. I pair them up to work together or we have discussions as a group. Sometimes, I ask them to write a speech on a topic and present it to the class. This way, they stay engaged, and it helps control the noise. Plus, it's a sneaky way to help them get better at English while having fun!

Hari and Shyam commonly expressed that they face a common challenge of dealing with a large number of students in their classrooms, which often leads to overcrowding. Furthermore, some students show limited interest in learning English, contributing to disruptive classroom behavior. To address this issue, both teachers have adopted a similar strategy. They frequently pair students to work collaboratively or facilitate group discussions. In addition, they assign tasks such as preparing and delivering speeches on various topics in English. These engaging activities not only help maintain a more focused learning environment by reducing noise but also secretly enhance the students' English skills through interactive learning experiences. By creatively managing overcrowding and utilizing these strategies, Hari and Shyam strive to create a more productive and enjoyable classroom atmosphere. The theory of rurality suggests that in rural areas, teaching concepts in students' native language initially can enhance the instructional process, fostering effective individual growth and development (Stokes et al., 1999).

Jagat, another participant, also shared his teaching methods to engage students in the classroom in the following ways:

In my overcrowded classroom, I have found some effective strategies to manage the situation. I use group discussions to control the crowd in the classroom. I also assign project works and involve them in class activities, I ensure that the discussions are meaningful and beneficial. My goal is to create an engaging and interactive classroom environment that reduces overcrowding issues. I focus on developing all four language skills among my students i.e., listening, speaking, reading, and writing. Once I have control over the noise in the class, I can then proceed with the lessons and ensure effective learning.

Jagat reported that in his overcrowded classroom, he has come up with effective strategies to manage the situation. He uses group discussions as a way to

control the crowd and keep the students engaged in productive conversations. Additionally, he assigns project works and involves the students in various class activities to ensure that the discussions are meaningful and beneficial for their learning. His main goal is to create an interactive and engaging classroom environment that helps reduce the challenges of overcrowding. Jagat also focuses on developing all four language skills in his students, which include listening, speaking, reading, and writing. Once he gains control over the noise in the class, he can proceed with the lessons and ensure that the students have a more effective and enjoyable learning experience. In a study conducted by Ranjit (2022), also highlighted similar experience of teachers that teaching in overcrowded classrooms presents significant challenges. Recognizing the diverse needs and interests of students, teachers acknowledged the importance of engaging in a range of schooling methods to enhance effective education. Teaching methods such as interactive games, text-based reading activities, group discussions, brainstorming sessions, and project work were utilized to engage students and promote active learning in the classroom.

During the interview, Hari and Shyam shared a common approach to address the challenge of overcrowding in their classrooms. The context of their teaching environments, marked by a high number of students, has led them to devise strategies that promote engagement and minimize disruptions. Recognizing that some student's exhibit limited interest in learning English, they implement creative techniques to manage the noise and foster a more conducive learning atmosphere. By facilitating collaborative activities like group discussions and assigning tasks such as speech presentations, they aim to keep students actively involved while subtly enhancing their English language skills. This approach reflects their commitment to adapting their teaching methods within the specific context of overcrowded classrooms, striving to create an effective and enjoyable learning environment.

Hari and Shyam share a common thread in their teaching experiences, shaped by the interplay of temporality, sociality, and place. Both educators confront the temporal challenge of managing overcrowded classrooms, where a multitude of students creates disruptions. Their strategies emerge as a response to the immediate social context, students displaying limited interest in learning English, leading to noise and distraction. By pairing students and facilitating group discussions, these teachers navigate the social dynamics, fostering a sense of engagement and collaboration. The physical place, the classroom, becomes a dynamic arena where

these techniques are employed to manage the constraints of overcrowding and encourage productive interactions. Similarly, Jagat, facing a comparable situation, arranges group discussions and project activities to mitigate overcrowding effects. This temporal, social, and spatial coordination showcases how these educators navigate the intricate interplay of factors to create effective and engaging learning environments, enhancing language skills and promoting holistic student development.

Implying the theory of rurality, Stokes et al. (1999) posit those parental preferences for either increased control over their children's educational environment or smaller class sizes stem from a desire for enhanced oversight or closer student-teacher relationships. In this regard, strategies like engaging group work, pair activities, and discussions emerge as significant factors. Given the challenge of managing overcrowded classrooms, the implementation of engaging and effective teaching methods takes on paramount importance in facilitating student learning. Employing a diverse range of teaching strategies empowers educators to gain a deeper understanding of and cater to the unique needs and interests of their students. In this way, the instructional process is enriched, ensuring that students' individual growth and development are nurtured effectively (Stokes et al., 1999).

Encouraging Students to Practice English

Motivation is an internal force that drives students to engage in learning and explore new aspects of the English language. Creating a purposeful teaching and learning environment is advantageous in this regard. To enhance students' motivation and desire to learn English, it is crucial to understand and utilize their unique interests and preferences. The educators can effectively ignite student's motivation and foster a genuine enthusiasm for learning the language (Ghimire, 2019). The participants of this study reported that they motivated students to learn English and they narrated their practices in the various ways. Ram disclosed that:

> *I encourage students to learn English by highlighting its significance as a global language. I explain that English is an international language and being proficient in English enables them to communicate with people from diverse cultural backgrounds worldwide. I do not scold my students when they make mistakes on the tasks that I used to assign, instead I correct them in a polite manner and encourage them more to continue the practice even though they do lot of mistakes. I clarify their confusions as more as I can so that they will not lose their interest with the English learning.*

Ram stated that he motivates his students to learn English by emphasizing its global significance. He explains to them that English is an international language, and being proficient in it allows them to connect and communicate with people from diverse cultural backgrounds all around the world. Instead of scolding his students for making mistakes on the tasks he assigns, he chooses to correct them in a polite manner and encourages them to keep practicing even if they make a lot of mistakes. Ram makes an effort to clarify any confusion his students may have during their learning journey so that they don't lose interest in learning English. By adopting these supportive and encouraging teaching methods, he aims to keep his students engaged and motivated in their English language learning process. Similar motivating activities were also shared in the study by Dhami (2021), where teachers motivated students by emphasizing the advantages of proficient English language skills, such as enhanced employment opportunities and access to better education and job prospects. They highlighted that English language proficiency enables students to compete globally and opens doors to enhanced career prospects. In line with the socio-cultural theory (Whipp et al., 2005), teachers acknowledge motivation as an internally fueled process shaped by social interactions and cultural contexts, harnessing students' social and cultural aspirations by highlighting the global importance of English as an international language.

Ram's approach to motivating students in their English language learning journey reflects a keen understanding of temporality, social dynamics, and place. He contextualizes the importance of English as a global language, acknowledging the contemporary interconnectedness of cultures and societies. By highlighting the value of English proficiency, he bridges the temporal gap between the present and the future, showing students how their language. In terms of sociality, Ram recognizes the diverse and multicultural nature of global communication, fostering an inclusive perspective that resonates with the interconnected world they inhabit. This approach also has a localized dimension, as it takes place within the specific context of his classroom and the broader educational environment. Additionally, his patient and encouraging correction of mistakes, coupled with the willingness to address students' doubts, speaks to his dedication in creating a supportive and nurturing learning space. Ram's teaching philosophy intertwines temporality, sociality, and place to inspire and guide his students toward meaningful language acquisition.

Similarly, another participant Hari also motivates his students to learn English and makes them active in class. He conveyed that:

> *I tell student that knowing English language will give you many opportunities for future. I motivated my students to give speech in English language in some school programs. I even help them with writing speech in English and give tips to deliver effective speech. As in today generation, we have easy access to mobile phone and internet, there are many educating materials available in the internet So, I motivate them to use internet for learning English, I motivate them to watch English movies, and listen English news in radio so that their English language skills will get improved.*

Hari expressed that he believes in motivating his students by highlighting the numerous opportunities that knowing English can bring for their future. He encourages them to step out of their comfort zones and give speeches in English during school programs. To support them in this endeavor, he even helps them with writing their speeches and provides tips on how to deliver them effectively. Hari acknowledges the power of technology and the internet in today's generation and encourages his students to take advantage of it for learning English. He motivates them to explore educational materials available online, watch English movies, and listen to English news on the radio to improve their English language skills. By offering such guidance and support, Hari strives to instill confidence in his students and inspire them to embrace English as a valuable tool for their personal and professional growth. The teachers' motivation approach aligns with the socio-cultural theory (Lantolf & Pavlenko, 2008).

In the approach to motivating students, Hari effectively weaves temporality, sociality, and place. He bridges the temporal dimension by emphasizing the future opportunities that English proficiency can unlock, aligning with the evolving needs of an interconnected world. Through his encouragement of students giving speeches in English during school programs, he taps into the social dynamics of public expression and shared experiences, fostering a sense of community and shared learning within the classroom and school context. Moreover, Hari leverages the contemporary availability of technology and the internet, recognizing their relevance in today's educational landscape. By suggesting online resources, English movies, and radio broadcasts, he connects the learning process to the digital age while firmly grounding his efforts within the localized setting of his classroom and students' everyday lives.

Hari's multifaceted approach strategically intertwines temporality, sociality, and place to inspire active engagement and language skill development among his students.

Likewise, Shyam and Jagat, another two research participants also motivate their students to enhance their English language skill. They stated their common practices in the following ways:

I let my students read English lessons and essays in front of class to build up their confidence regarding English reading and speaking. I motivate them for self-learning and English practice at home to enhance their vocabulary and English language skill. I sometime assign classwork to write essay and tell them whatever they can write in English though they couldn't make a clear sentence and later I correct them regarding their mistakes. I also motivate them to chat in English among peers so that they can increase their vocabulary practice and enhance speaking skill.

Shyam and Jagat's narratives indicated that they believe in empowering their students by providing opportunities to build confidence in reading and speaking English. They encourage their students to read English lessons and essays in front of the class, helping them gain confidence in their language abilities. Additionally, they motivate their students to engage in self-learning and practice English at home, which contributes to improving their vocabulary and language skills. These teachers understand the importance of hands-on learning and assign classwork, encouraging their students to write essays in English, even if they struggle to form clear sentences. They take the time to correct their mistakes, providing valuable feedback for improvement. Shyam and Jagat also recognize the benefits of peer interaction and motivate their students to chat in English with their peers, creating an environment for vocabulary practice and enhancing their speaking skills. Through their supportive and encouraging approach, these teachers aim to nurture a positive learning environment that fosters growth and confidence in their students' English language abilities.

Building upon this, Saud (2020) highlights the positive impact of self-learning on students' language development. The study highlights that when students take the initiative to engage in self-directed learning activities outside the traditional classroom setting, it greatly contributes to strengthening their language skills and achieving proficiency. By actively seeking opportunities for language practice and independent learning, students become more motivated and invested in their language journey. They can explore various resources available online, such as educational websites,

language apps, or watching English movies, which help them to immerse themselves in the language and expand their vocabulary. This self-driven approach encourages students to take possession of their learning and allows them to progress at their own pace, thus fostering a more profound understanding and appreciation for the English language.

The teachers' approach to motivating their students to learn English reflects the socio-cultural theory (Lantolf & Pavlenko, 2008). They recognize that motivation is an internal force driven by social interactions and cultural contexts (Whipp et al., 2005). By emphasizing the global significance of English as an international language, the teachers tap into the students' social and cultural aspirations. They make the connection between language proficiency and the ability to communicate with diverse cultural backgrounds, which motivates students to engage in language learning. Furthermore, the teachers' supportive and encouraging teaching methods, such as not scolding students for mistakes but correcting them politely, align with the socio-cultural theory. Vygotsky emphasized the importance of a supportive and nurturing learning environment, where learners can take risks and explore new concepts without fear of judgment (Sun & Zhang, 2021). By providing such an environment, the teachers create a space for students to feel confident in their language learning journey. Overall, the coping strategies employed by the teachers in this study, in line with the socio-cultural theory, emphasize the importance of social interactions, cultural context, and language in language learning.

Chapter Summary

This chapter focused on the approaches implemented by teachers to enhance students' English language skills despite various challenges. They focus on vocabulary development, using dictionaries and introducing new words with Nepali explanations. In the absence of resources, they creatively utilize personal phones and laptops for listening exercises. The teachers promote active engagement through conversations, group discussions, and self-learning. They motivate students by emphasizing the global importance of English and encouraging reading and speaking activities. Overall, the chapter showcases their dedication to improving students' language proficiency.

CHAPTER VI

CONCLUSION AND IMPLICATIONS

Conclusion

In this chapter, the conclusions of the study are discussed, along with limitations, the authors' reflections, and suggestions for further research. This research was carried out using the interpretive paradigm. The information gathered from interviews, narratives, and themes was analyzed. This research investigated the existing situation, challenges, and strategies for coping with challenges for effective teaching English in rural public secondary schools.

The narratives shared by teachers illuminated the multifaceted challenges inherent in English language education within their schools. Key findings underscore the prevalence of weak language skills among students, impeding comprehension, participation, and overall language development. This challenge creates significant hurdles for teachers in delivering effective lessons, especially within the framework of student-centered learning. Concerns were raised about curriculum alignment with students' language proficiency, exacerbating comprehension challenges for both educators and learners. The emphasis on student-centered approaches further complicates matters in resource-limited schools. The scarcity of teaching resources, such as projectors, audio-visual aids, and textbooks, emerged as a formidable challenge, prompting teachers to employ alternative methods and personal devices. Overcrowded classrooms compounded the difficulties in managing the learning environment and providing individual attention. This overcrowding negatively impacted the overall educational experience. Throughout the narratives, a recurrent theme emphasized the importance of vocabulary enhancement, with motivation and inspiration identified as pivotal factors in fostering English language learning. Teachers actively guided students to utilize external resources like the internet, English movies, and news for language skill improvement.

This study sheds light on the distinctive challenges faced by educators in resource-constrained settings, emphasizing the intersection of rural dynamics and socio-cultural factors shaping the teaching landscape. The coping strategies identified in the narratives underscore the resilience and creativity of teachers navigating these challenges. These insights contribute not only to a deeper understanding of the

intricacies of English language education in such contexts but also lay the groundwork for targeted policy interventions that recognize and address the rurality and socio-cultural nuances influencing the field.

In conclusion, this study provides a comprehensive overview of the challenges surrounding English language education in the represented schools. The identified findings underscore the imperative for targeted interventions to address weak language skills, enhance practice and interest in English, align the curriculum with students' proficiency levels, provide adequate teaching resources, address overcrowding issues, emphasize vocabulary enhancement, and cultivate motivation and inspiration among students. As we wrap up this exploration, it is evident that a nuanced approach is essential for the improvement of English language education in resource-constrained contexts, and this study serves as a foundational step towards that endeavor.

Implications

The results of this research carry substantial consequences for improving English language education in under-resourced contexts. Based on the results, it is crucial to address the mismatch between the curriculum's linguistic level and students' proficiency by developing language proficiency assessments that align with the curriculum and students' language levels. This may ensure that students receive appropriate instruction and support tailored to their individual needs.

Furthermore, the study highlights the importance of providing schools with sufficient teaching resources, including textbooks, projectors, audio-visual aids, and other materials. By ensuring access to these resources, schools can enhance the quality of English language instruction and create a more engaging learning environment for students (Aryal et al., 2016).

The study also emphasizes the need to tackle the issue of overcrowded classrooms. To address this challenge, measures such as employing additional teachers or implementing split sessions can be effective strategies. Reducing classroom overcrowding will enable teachers to provide more individualized attention and support to students, leading to improved learning outcomes.

To promote English language proficiency, it is essential to foster a culture of practice among students. Encouraging students to engage in activities such as reading English books, listening to English audio materials, and having conversations in English outside the classroom can significantly enhance their language skills and

confidence (Gozcu & Caganaga, 2016). It is recommended to enhance resource allocation, provide targeted professional development for teachers, and integrate technology to improve English language education in under-resourced contexts.

Creating a positive and supportive classroom environment is another crucial implication of this study. By fostering a classroom atmosphere where students feel encouraged and motivated to learn English, teachers can create an environment conducive to effective language acquisition and student engagement.

Reflections on my Research Journey

Throughout my academic journey, I had a profound interest in English language teaching, which led me to major in English during my 11th and 12th grades and pursue B.Ed. in English Language Education. After completing my B.Ed., I earned my M.Ed. in English Language Education from TU in 2010. Despite a strong desire for higher education, various responsibilities and and the consequences of the COVID-19 outbreak posed challenges. However, fate had a plan, and I stumbled upon information about the Master's degree program at Kathmandu University through the current Dean of Kathmandu University School of Education, on Facebook. He encouraged me to join Kathmandu University School of Educaiton for an MPhil degree, igniting my curiosity to explore new trends in the English language.

As I embarked on my MPhil journey, the first semester brought both memorable and challenging moments. Undertaking my dissertation was a defining highlight, although uncertainty surrounded its scope. I contemplated my research proposal, and it occurred to me that my personal experiences, as a teacher in rural Dadeldhura district, could be the basis for my study. With this realization, my research topic on "Challenges and Coping Strategies of Teaching English in an Under-Resource Context" was born.

The next step was delving into extensive literature reviews, exploring narrative inquiry, and grasping research paradigms and approaches. The concepts of epistemology, ontology, and axiology presented challenges, but I eventually settled on adopting an interpretive paradigm. The most enriching aspect of my research journey was connecting with teachers in various rural schools of Dadeldhura district. Their narratives about their teaching experiences, coping with challenges, and embracing opportunities left a profound impact on me. Though transcribing and translating their narratives was hard work, it reminded me of the importance of being committed to

teaching students in under-resourced areas. Their dedication and continuity in the face of challenges are truly inspiring.

As I progressed, I faced the challenge of molding my thoughts into a coherent research proposal. While inexperienced and sometimes lacking confidence, I remained determined to contribute to this field. Throughout the journey, I continued to reflect on my days of teaching in public schools after completing my M.Ed. I realized the vital role of teachers in motivating students and fostering their English language learning despite resource limitations.

This research journey has been a synergistic blend of thematic exploration, theoretical grounding, and methodological innovation. The narratives collected from teachers in under-resourced settings serve as a testament to the resilience and commitment within the field of English language education. As I reflect on this academic odyssey, I am invigorated by the potential impact this research can have on fostering positive change in similar educational landscapes, providing a foundation for future improvements in English language teaching.

In conclusion, my research journey has been a fulfilling experience, empowering me with valuable insights into the challenges and coping strategies of teaching English in an under-resourced context. It is my hope that the knowledge gained from this journey will contribute to the improvement of English language education in similar contexts, creating opportunities for students to thrive. Moving forward, I hope the findings of this research provides a solid groundwork for fostering positive change and facilitating more effective English language education in similar settings.

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ANNEX

Annex I Interview Guideline

In- depth Interview Questionnaire with Teachers

1. Can you give your brief introduction?
2. How many subjects do you teach every day in your classes?
3. What is the existing situation of teaching English in rural secondary school?
4. What do you think about the school English curriculum and its benefits?
5. What techniques do you use to teach English to the students?
6. Do you think English lessons are important for students here? How?
7. How do they respond to English lessons? Are your students interested in learning English?
8. Do you think that there is an important role of parents in student education?
9. What are the common challenges you find while teaching in this school?
10. What kind of teaching strategies you use to cope with those challenges? Briefly explain.
11. What kind of approaches/ methods do you use in the school to make English teaching more effective? Such as use of available resources, audio-visual methods etc.
12. Does school administration support your approaches?

Annex II Transcribed and Translated Data with Theme Making

RQ: How do Secondary level English language teachers from an under-resourced context in Nepal share their experience of teaching English?

1. **Introduce yourself.**

Jagat Ans=Namaskar, ma (name), Bhageshor gaupalika-4, Dadeldhura.

Hello, I'm (name), from Bhageshor gaupalika-4, Dadeldhura.

Ram Ans=Namaskar, ma (name), Parshuram Nagarpalika-4, Katthar.

Hello, I'm (name), from Parshuram Municipality-4, Katthar.

Hari Ans=Namaskar Sir, ma (name), Parshuram Nagarpalika- 12, Krishnapur.

Hello, I'm (name), from Parshuram Municipality- 12, Krishnapur.

Shyam Ans= (name)

2. **How long have you been in the teaching sector?**

Jagat Ans=Lagvag 5 barsa jatti vayo.

It has been around 5 years in the teaching sector.

Ram Ans=Lagvag 17 barsa jatti vayo.

It has been around 17 years in the teaching sector.

Hari Ans=10 years

Shyam Ans=12 yrs.

3. **What motivated you to become an English language teacher?**

Jagat Ans=prestigious job, school environment ramailo lagni, student sngae ghulmil huna ramilo lagni, dherae kurako harek kurako gyan Pani Lina pauni, teaching sectorma, padhauna ekdam interest lagni

For me teaching is a prestigious job. I enjoy working in school environment, I feel happy to interact with students and in teaching profession one can get broad knowledge of multiple sectors and which motivated me more to become an English teacher.

Ram Ans=Teacher ley chae aba euta doctor, engineer, wakkil sabae kuralae utpadan garni vayekoley rw kasaeko vabisya nirman garna thulo vumika huney vayekoley malae Hari anna man lagyeko.

Teachers' plays an important role for building someone's future, they have an important role on producing doctor, and engineer and lawyer for the country, this kind of things motivated me to become an English language teacher.

Hari Ans=Testo motivate gareyko kura xae khassae kei xaena, paristhiti testae bandae gayo masters gariyo ani aba k garni vanni tira dhyan gayo ani aru kura haru

garna khassae nasakiyeko jasto vaeyo pahuch pani navayeko jasto dekhina thalyo ani sichan pesa ali easy pani huni gareko ley kehi thauma try gardae jada ek thauma vaeyo ani ajha ngo ingo tira pani try gareyko thiye tara kehi vaeyena ani sichan pesa tira dui tin thauma try garda huna thalyo ani tei vayera yei pesa tira nirantar rupma lagiyo testo motivation vayera motivated xae khassae kei vayena.

There was not any motivating factor for me to become an English language teacher, situations forced me to become a teacher, after completing my masters study I was searching for job opportunities and for that I tried for many sectors like NGO/INGO sectors but I didn't get any positive response but when I tried for teaching then I got many job opportunities from schools so I just continued teaching and became an English teacher.

Shyam Ans=aru vanda ramro lagera skill dherae badhni vayera rw afno skill pani yesaema basis vayeko vayera.

I was interested in English teaching and have good English teaching skills too.

4. **Can you describe the school where you currently teach and the resources that are available for teaching English?**

Jagat Ans= Resources ekdam varipurna xa jastae ki; projector, white board, computer lab xa jasma computers pani prasastae axa, sab xa prasastae xa, vautik hisabley pani sabae samurna xa ekdam systemic tarikaley manage xa sab resources haru

The school where I am currently teaching is physically well infrastructure and regarding the resources for teaching English there are projectors, computer lab, white boards, etc. There are enough resources for teaching and all resources are managed in a systemic way.

Ram Ans=Maeley (school name), Katthar ma padhauxu. Srot haru; Text book haru pani hunxa haena sir tara yespali curriculum change vayekoley kitab haru samayama aaepugeyko xaena arko projector xa tara material kei xaena, white board, marker, listening ko text haru, platin paati haru xa.

Currently I'm teaching in (school name), Katthar. Available resources: text books are available as a resource but due to change in curriculum there has been ==delay in text books==, there is projector also but it is not functioning because of lack of enough materials and other resources includes; white board, mrkers, listening texts, etc.

Hari Ans=(school name), Parshuram Nagarpalika- 12.

Bhautik purbadhar haru ramro xa tara yo teaching material rw technologyko kura haruma xae ali pachadi nai xa, resource ko kurama board rw board marker haru matra xa.

(school name), Parshuram Nagarpalika- 12. Physical facilities are good, but in case of technology school is backwarded such as there is <mark>not projectors and materials for audio visual aids</mark> there is only board and board marker as a resource for teaching

Shyam Ans=(school name), Katthar-4.

5. **What is the existing situation of teaching English in your school?**

Jagat Ans=dayaniya xa English ko situation, miserable condition, hamiley padhauna khojeyko kura student lae ramro snga padhauna bujhauna sakirako xaena, student ko base ekdam kamjor xa, ekdam critical way ma padhauna parireheyko xa.

There is very miserable situation of teaching in my school, the condition is very miserable. The <mark>English base of our student is very weak</mark> because of which it is very hard to teach student and clarify them lessons, students couldn't easily understand the lessons.

Ram Ans=Tatkalin awasthama herda kheri bidyarthi haru ma ali ali pronunciation sambandhi samasya xa tyo aba hamiley bastabma sahi pronounce garna sikauna sakya xaena ki k ho hai ek tah angrezi vasa thyakkae Nepali vasa snga namilney va hunaley pani kahi kahi xae pronunciarion sambandhi samasya xa. Arko reading pani janna sakya xaena tiniharuley tyo samasya haru xa.

Looking at the current situation, there is a <mark>little problem related to pronunciation</mark> among the students, which could be because we teachers have not been able to teach them proper pronunciation as English language is completely different from the Nepali language it could also cause such kind of pronunciation problem within us. Similarly students are also facing problem regarding reading skills.

Hari Ans=English ko awastha ekdam dayaniya xa, English lae ekdam haugujiko rupma lienxa sabaeley ani studentsley,

<mark>The existing situation for English is very poor</mark>, students take English language as a joke and didn't focus on it.

Shyam Ans=thikae xa, covid paxi xae student haru ali badhi asar pareko xa student ley padhae birseko xa., studentko vocabulary ekdam dherae kam vayeko xa rw covid ko gap pani euta reason ho ghrma practice hudaenaa so.

The existing situation of <mark>teaching English is not so good</mark> especially after covid-19 pandemic student lost interest from study similarly students also forgot English

language as they less practice for speaking English at home. They became weak in vocabulary and grammatical rules.

6. **What do you think about the school English curriculum and its benefits?**

Jagat Ans=aeleyko curriculum systemic way ma baneyko xa student centered curriculum, studentlae badhi vnda badhi work ma involve garauni, tara curriculum jatti ramro vaye pani, prabhavkari vayepani student ko language level ley garda English knowledge level ley garda hamiley chahiney level ma utilize garna laagu garna sakeyko xaena.

The new English curriculum is developed in a systemic way, it follows student centered learning where students are more involved practically in learning. But because of very weak base and low knowledge level of student on English language it is <mark>very hard for us to systemically implement the curriculum activities</mark>. We are <mark>not able to utilize the curriculum to the fullest</mark> as students couldn't easily understand the lessons and it is very hard for us to explain the lessons.

Ram Ans=Aeleyko pathyakram xae samanukulma xae parimarjan vayeko jsto xa yesma sabae kura haru sameteyko xa j hoss chainey kura haru xa jstae; listening ka kura haru ani writing rw reading ka kura hru smeyteyko xa. Arko xae literature ko kura haru pani sameyteyko xa. Tesley garda kheri bigatko vanda xae parimarjan haru kei ramro xa.

I think the current English curriculum has been properly revised, all the important and needed exercises have been included in present curriculum; it has included all 4 language skills i.e., listening, reading, writing and speaking skills. It has also included literature related lessons. So, I think current revised curriculum is better than the past one.

Hari Ans=Curriculum anusarko questions pattern haru hunxa rw course ani questions haru kathmandu lae rw Kendra lae kendrit vayera sabae tira eutae banaeyeko xa thau anusarko student anusarko capacity herera banaeyeko xaena jasto jasto laagxa huna tah English international language vayeko huda pani ali antarastriya level rw Kendra sng sngae bujhna parni pani dekhinxa tara pani tyo sng sngae student ko capacity nahereyko jasto pani dekhinxa, aeley ko kura garna parda 10 class ma xae purano curriculum xa vaney 9 class ko curriculum xae naya xa purano curriculum kehi tough topic haru thiye bidhyarthiko level lae tough huney kura haru thiye aeleyko 9 class ko curriculum ma xae technologyko kura haru sameyteyko xa jastae ki mobile phone haruko barema xa search haru ksri garni vanera, tyo pachya xae ramro lageyko xa,

yesae gari dheraae kura ramro xa rw kehi kurama xae bidhyarthiko level naheriyeko hoki jasto laagxa.

Curriculum doesn't focuses the capacity of student according to the geographical situation, curriculum is mainly focused on the students of kathmandu or central region it could be because English is regarded as an international language and students have to compete with the world but I think curriculum should be made by focusing on the capacity of the students. The revised curriculum of class 9 is better there is many lessons about the use of modern technology and I also like about it.

Shyam Ans=ali katti vast xa, linguistic level mismatch xa, Student weak xa curriculum standard rw vast xa, student ko capacity lae ali ramro snga coverage garna sakirako xaena. Gharma practice xaena.

The school curriculum is very good but in case of government school students it is very vast, it didn't match the linguistic level that students of our school have so it is very hard for students to understand the lessons, it is even hard for teachers to teach those lessons as the curriculum is of standard level.

7. What techniques do you use to teach English to the students?

P4= Communicative approach student centered jasta approach haru use garna parxa vanni mero concept ho tara reality ma teacher centered nae use hunxa use garna parni hunxa kinaki student centered approach use garda student haru ekdam passive vayekoley, student ko lajalu swavabh vayekoley rw uniharulae agadi presentation haru garna chyamata pani navayeko ley ekdam garho xa tara student haru bistarae active hudae xa time laagxa bistarae hudae xa.

I use teacher centered learning approach where I frequently use group discussion method for teaching students. However, I think that teachers should use communicative approach which is a student centered learning approach but in reality we couldn't apply the approach in class because students are very passive in English class, student shy to involve in class activities and because of their weal English base they fear to give presentations in English class.

Hari Ans=Badhi Jasso discussion method use garxu, kaeley kahi narrative style use hunxa.

I mainly use discussion method and sometime use narrative style.

8. Do you think English lessons are important for students here? How?

Jagat Ans=communicative skills ma focused xa, English vaneyko communicatively competence banauni ho studentlae tesaeko laagi banauna ko lagi project work haru

dherae xa student focused activity dherae xa, teacher lae as a guider matra rakheyko xa jaslae if haami teaceh rharuley ramro snga laagu garna sakiyo vaney ekdam effective honey khalko kur aho so lessons haru ramrao xa.

Yes, I think that English lessons are very important for students here, the goal of English subject for student is to make them communicatively competent on English and the lessons of new curriculum have focused on upgrading communicative skills of student, there are project works and many student-focused activities which are very beneficial for students to make them communicatively competent.

Ram Ans=Lessons haruma bacha harulae chainey 4 ota vasa ko sip haru skills haruko paryapta excercise hunxa arko teska sath sathae grammar ko avyas vocabulary ko avyas mukhyataya ajha communicative skills haru jodeyko hunaley uniharuko jun tyo exponent haru hunxani language functionka kura tiniharuley garda bidyarthi harulae ajha ramro hola ki vanni lagya xa.

Yes I think English lessons are important for students as it consists of enough exercises for all 4 language skills and functions that ease students to learn about English language and further it consists of exercises related to the grammar and vocabulary for students and more importantly it also consists of communicative skills from which I think that students are more benefitted from those lessons.

Hari Ans=Important xa English as an international language vayeko hunaley pani important xa.

As English is an international language it is important for everyone.

Shyam Ans=important xa tara student ko capacity vanda ali badhi hard xa rw teacher lae pani bujhauna pani ali garho vaxa.

Yes, English lessons are important for students but the curriculum is very hard and students capacity couldn't match with it so it is very hard for students to learn and understand lessons.

9. **How do they respond to English lessons?**

Jagat Ans=literature part ma herni ho vaney student harulae ekdam engage garauni attract garauni khalko xa interest honey typeko xa, poem story haru rakhiyeko xa jasma student haruley afno interest dekhauxan. Tara yeta language development part ma herni ho vaney student harulae boring lagni, narakhi diye huney jasto garxan knaki tyo partma xae student haruko badhi involvement vaenxa studentley garna parni activity haaru hunxa tesaeley ali interest dekhaudanan.

Regarding the literature portion students give interests to study the lessons. There are interesting poems and stories which attract student and make them active and engaged in the class but regarding language development portion they feel bore as there are project works and student focused activities where student have to get involved in the activities and student didn't show interests to participate in such activities.

Ram Ans=Sath sathae kei kei xae naya naya gyan bardhak path haru vayekoley ti path haru bata motivation xae vayeka xan.

They show interesting response to English lessons because there is some knowledge related new and interesting topics that grab their interests and motivates them to study English.

10. Are your students interested in learning English?

Ram Ans=Interested xan tara bigat dekhi nae uniharuley xae angreji lae haugujiko rupma liyeko hunaley ali aftero xae mahasus gariraxan tara padhnu parxa garnu parx vanni kuraley interested xae xan

Yes, my students are interested in learning English. From beginning phase students took English as a joke or they just don't focus on learning English because of which they feel difficult and hesitate to speak English but s they have to learn and study English as a subject they show interest to learn it.

Hari Ans=Interested xan dherae.

Yes they are interested.

Shyam Ans=linguistic level ramro huni ko rw English bolna janni haru interested xan najanni haru xaenan.

Those students who have good linguistic level are interested in learning English but those who <mark>have weak linguistic level are less interested</mark> to learn it.

11. How do you plan and prepare your lessons given the limitations of resources and infrastructure in your context?

Jagat Ans=projectorko mediumbata padhauna paye ekdam sajilo effective huney thiyo, student pani interest diney hunthyo student teacher ko ramro involvement honey thiyo, course pani effectively chito rw belaima cover garna sakinthyo, best hunthyo projector bata, tara yah projector xa tara electricity ko avabh ley garda projector use gaera padhauna sakiyeko xaena. Lesson plan tah banaeyera gaenna tei pay planning banayera garinxa.

12. Can you describe a specific teaching experience that stands out to you as particularly challenging or rewarding, and why?

Jagat Ans=reward vaeayeko xaena

   13. How do you perceive the policy context in which you are teaching

RQ a) What challenges do they face while teaching in an under-resourced context?

  1. **How do you perceive your role as an English language teacher in an under-resourced context?**

Jagat Ans=teacher vaneykoi guider vayo, teacherley harek kurako planning garera student samach prastut huna paryo, harek kurako knowledge huna paryo, ksri student centered learning garna sakinx vanera activity haru planning garna paryo, clss ma prastut huna agadi xae afuley yesta sab kurako preparation garera jana parxa.

I think that there is very important role as an English language teacher in an under-resourced context. Teacher plays a role as an important guide for student so teacher should be well prepared before entering the classroom, teacher should focus on student centered learning and make proper planning regarding student centered activities.

  2. **What makes you to continue teaching in these challenging environments?**

Jagat Ans=sabvanda ramro vaney ko aeleyko course content ho jasley garda student ley pani ramro chaso dini rw teacherlae pani padhauna motivation huney vaeraheyko xa.

I am very impressed with the course content of new curriculum which makes me interesting to continue teaching in these challenging environment.

  3. **What are some of the challenges that you face while teaching English in an under-resourced context in Nepal?**

Jagat Ans=Challenges; overcrowding clss ley garda padhauna garho xa.

Challenges: the one of the main challenge for me ==is overcrowding in class== because of which it is very hard for us to control the class and teaching lessons and it is impossible for us to evaluate performance of each student. The other challenge is weak base of student on English language because of which we couldn't clarify the confusions though we try our best to explain the lessons.

Ram Ans=Challenges; pathyakram napugni rw book haru napugni, bidhyarthi haru pani angrezi lae aftero manera dhyan nae nadini. Kaccha kotha ma bidhyarthi dherae vayekoley ekdam garho hunxa. Halla dherae hunxa ani padhauna pani tyatikae garho

hunxa, ek tah bidhyarthi haru terdana, control garna dherae garho hunxa jasley garda ramro snga padhuna bujhauna ekdam garho hunxa.

Challenges: <mark>lack of enough text books for students</mark>, students take English language as a difficult subject because of which they show <mark>less interest and don't want to focus</mark> on it. The number of students in our class is very high and as our students didn't focus on English, they use to make noise and disturb classes. With so many students, it becomes difficult to maintain control and create a peaceful learning environment. The constant noise and disruptions make it hard for me to conduct meaningful lessons and engage with each student individually. I struggle to provide the attention and support that each student deserves, which impacts their language learning progress. The <mark>overcrowded classroom hinders effective communication</mark> and makes it challenging to deliver lessons in a way that meets the needs of all students. Moreover, their lack of focus on English further complicates the situation. To address this issue, I believe we need to explore solutions like reducing class sizes or implementing better classroom management strategies to create a more conducive learning environment for English language instruction.

Hari Ans=Challenges haruma pahilo xae language ho jasto laagxa

Language knowledge and practice is a first challenge for student.

Shyam Ans=curriculum matra standard vayera vayena student pani tei anusarko base bata nae capable banauna saknu paryo, government schools ma jimmewari teachers vayena rw administration jimmewari vayena monitoring ramro vayena, admission ekdam kam xa studentko. Text books haru paryapta nahuni rw time ma naauni.

Challenges; <mark>curriculum is of high standard</mark> because of which students of government schools couldn't understand easily and it causes them to have less interest for learning English.

Lack of professional and responsible teachers in government schools for teaching English subject.

Irresponsible school administration, lack of timely monitoring and proper supervision.

Lack of enough text books and delay for getting text books by students.

Lack of audio-visual aids.

4. **What might be the reasons for such challenges?**

Jagat Ans=base ekdam kamjor vayeko karanley student haruko, uniharuley bujhnae sakdaena hamiley dherae bujhauna kosis garda pani.

Reasons: <mark>weak base of student on English language</mark> because of which they couldn't easily understand the lessons, lack of systematic management of classroom and student number because of which high number of student is kept in one classroom, it needs attention of school administration.

5. **How do you feel about these challenges?**

6. **Can you provide some specific examples of how you have navigated these challenges in your teaching practice?**

Jagat Ans=Student harulae class ma reading haru garauni, vocabulary improve garauna new words haru introduce garauni, project ko bawjut pani hamiley yesta upaya haru lagayera

I focus on <mark>improving vocabulary of students</mark> and for that generally I give them reading tasks and introduce them new words with meaning and to build up their confidence I let them read either by standing or by reading in front of class.

Ram Ans=Pathyapustak napugeyko awasthama maeley xae curriculum herera uniharlae sichyan sikaema sahavagi garauney garxu , testae teaching material haru navako belama jastae afaeley xae listening test haru garayera jastaae audio haru navayeko belama afaeley script haru padhidiyera tesari gariraxu arko xae sthaniya starmae kehi real observed haru real era haru xae prayog garera adhyapan garauney gareko xu sakvar xae bidhyarthi harulae ksri hunxa badhi vnda badhi listening, speaking writing activities haruma rw language function haruma xae uniharulae engage garayera garauney gareyko xu. resource haru navayeko awaasthama uniharulae locally available resource haru use garera jastae audio visual ko lagi radio, tv, afno mobile phone haru ko madhyam bata listening garauney rw pronounciation ko laagi dictionary haru use garni rw angreziko mahatwa k xa vanera tesko barema vanera garni garxu.

In case of lack of text books in class I use to <mark>teach students with the help of curriculum and engage students</mark> for study. In case of lack of teaching materials/ audio aids for conducting listening test I use to <mark>read scripts by myself</mark> to students so that I can engage them in learning process. When enough resources are not available in school then I use locally available resources such as for audio visual aids <mark>I use radio, TV and my personal phone</mark> especially to improve students listening skill. I use <mark>dictionary to improve pronunciation</mark> of student and I use to motivate them to learn English by explaining its importance in the world.

Hari Ans=Audio visual aids ko laagi afno mobile phone use garxu kaeley kahi for audio.

Sometime for listening <mark>tests I use my mobile phone</mark> as a audio visual aid.

Shyam Ans== students lae vocabulary rw pronunciation improve garaunako laagi dinko 3-4 ota naya naya words haru use garni, difficult words harulae dohorayera padhna use garna lagauni rw meaning ekdam clear garauni.

To navigate these challenges<mark>, I always use 3-4 new words and introduce students with its meaning</mark> and tell them to make multiple sentences with it and practice it for multiple times so that they can memorize it easily which will help them to improve their vocabulary. I use to explain student the lessons very carefully so that they can have clear understanding.

In case of lack of audio visual <mark>aids I use my own phone and sometime use my laptop</mark> to teach students and improve their listening skills.

7. **How do you ensure that your students are engaged and motivated to learn English, given the constraints of the under-resourced context?**

Jagat Ans=student haru samach afulae effective way ma present garauni, uniharulae motivate garauni.

Hari Ans=Main xae ma students harulae vanni garxu English ramro huni bittikae u will have more opportunity jasley garda uniharu motivate hoss, school program haruma English ma vasan garna lagauxau, English improve garnu ko lagi internet use garna sakinxa, English movie haru herna sakinxa, radio sunna sakinxa, english dialogues haru padhna rw sunna sakinxa, yesari xae student lae English improve garna ko laagi afuley sakdo motivate garni garcu.

I use to tell student that knowing English language will give you many opportunity for future, we use to tell student to give speech in English language in some school programs, <mark>I motivate them</mark> to use internet for learning English, I motivate them to watch English movies, listen English news in radio, and listen English dialogues.

8. **How do you assess the learning outcomes of your students?**

Jagat Ans=summative, formative duitae typeko test liney clss ma performance observation, weekly test, presentation observe garni, monthly and annual exams haru bata garni.

To assess the learning outcomes of student we use to observe student performance in classroom, we give them tasks on presentation in class and observe their presentation

skills, we take both summative and formative type of tests, there are weekly and monthly tests too and annual exams.

9. How can students be benefitted after addressing these challenges?

Jagat Ans=knowledge level ma uplift vayeko paeyo, communicatice skills ma positive change aayeko paeyeko xa.

The knowledge level of student will be improve and uplifted, there will be positive change on communicative skills of students.

Ram Ans=Patakkae angrezi padhna najanni bidhyarthi haru aeley padhna janni vayeka xan rw teaching material navayeko belama xae pratyacha herera yo xae ye yo raixa vanera xae vocabulary haruma sahayog vayo. Arko drop out rate haru bidhyarthi haruko bichmae xadera janni rate kehi hat samma kam vayeko pani xa yestae yestae pariwartan aayeko xa.

I have seen improvements in many students especially in those students who were unable to understand English language they were able to read English lessons in a smooth manner and with the help of teaching materials students were having improvement in their vocabulary. Next one is I have also observed decrease in drop-out rate of students in the middle of course.

10. What kind of roles can students play to address these challenges?

11. What strategies have you developed to address any gaps or areas for improvement?

Jagat Ans=overcrowding clss ko lagi group discussion method use garxu communicative approach use garxu vand apani sab lae chance dina sakinna, discussion ma involve garayera, project work haru garayera, uniharko kah kah nira samasya haru xa ti samasya harulae correction garayera, uniharuko mistakes lae weakness namanera motivate gardae, garda unihaurko cmmunicaive skills mapani ali paribartan aaudaexa, reading haru gaauni, vocabulary improve garauni

To teach in ==overcrowding class== I use ==group discussion== methods to make them ease to understand lessons, I give them project works and involve them in class activities, I correct their problems and mistakes and motivate them each day to overcome their weakness.

Hari Ans=Maeley xae student harulae badhi Jasso example diyera padhauni sikauni garxu jastae ki, grammar ko tense haruko laagi rw structure ani tyo formula haruko laagi example haru diyera sentence haru banayera padhauni garxu jastae ki, By 2080 we… complete this project. vanera question aauxa vaney tesma by laagni bittikae

future tense use garni vanera sikauxu jasma we will have completed vanera answer hunxa vanera sikauxu.

I teach English grammar by giving examples and making sentences as more as possible.

Shyam Ans=extra class rakhxau

I have conducted extra classes for students.

12. Do these strategies have worked? Give some examples.

P4= yes it had worked, I have observed improvement in reading skills and communicative skills of students.

Shyam Ans=dherae absent huni student haru ali weak hunxan uniharuley course purae cover garna paudaenan so testo weak student lae xae extra class ley garda ali capacity build up gareyko xa uniharuko understanding level badhauna help gareyko xa.

Yes, extra classes had worked for the students, it has benefitted mainly those students who use to skip classes and are weak in subject because I have observed improvements in the vocabulary of those weak students. Extra classes have helped students to build up their capacity and understanding regarding English learning.

RQ b) How do they cope with the challenges?

1. What kind of teaching strategies do you use to cope with those challenges? Briefly explain.

Ram Ans=Teacher afu pani euta resource ho tesaeley resorce haru navayeko khandama afaeley net haruma khojera bivinna resource haru khojera adhyapan garauni, bidhyarthi lae badhi vanda badhi xae expose garauni rajya ley tyo materials diyoss nadiyoss tara afu snga xa afuley sakinxa vaney tei anusar student harulae exose garauni rw student centered teaching method haru use garni. Uniharulae book navaye pani curriculum ko madhyam bata jatti sakinxa tyati maximum engage garayera garni rananiti haru apnayeko xu.

Teacher themselves is also a resource so when there is lack of resources in school then teachers could search for many teaching materials in internet which will facilitate teaching learning process and exposing students to a learning environment as more as possible even when there is lack of teaching materials then locally available materials should be utilize to facilitate students and use student centered teaching methods. In

case of lack of text books I use to engage student in learing process and exercises with the help of curriculum

Hari Ans=Tei ho audio visual ko lagi mobile use garxu. School ko name lekhra aau agno naam lecher aau vaneyko kasaeley sakena tesaeley malae lagyoki grammar matra badhi focus diyera nahuney raixa hamiley tah lekhnu pani parni hunxa student ley tah explain garnu parni hunxa, letter rw essay pani lekhnu parxa tessaeley student ko bikas ko laagi writing pani ali dhyan dinu parni raixa vanera maeley xae student lae thorae kehi lekha afnae tarikaley lekha j aaux tehi lekha tara apelling rw sentence xae sahi lekha vanera vanni garxu.

Sometime I use my mobile phone for audio visual aids, I also focus on writing and vocabulary skills of the student, I give them task to write something and make sentences by themselves whatever they can write and I tell them to write correct spelling and sentences so that their writing and vocabulary can be improve.

P3 Ans. Grammatical rules lae focus garauni.

I especially focus on vocabulary and focus on grammatical rules too.

2. **What kind of approaches/ methods do you use in the school to make English teaching more effective? Such as the use of available resources, audio-visual methods, etc.**

Ans= audio visual method xae use garn asakiyeko xaen,

Communicative approach main focused gd method for sometime when students couldn't easily understand some topics or questions.

There are no audio-visual materials in school. I'm focused on communicative approach I try my best to apply this approach and sometime I use group discussion method to clarify their confusions.

Ram Ans=Suru suruma pailey gd method prayog garthey khassae testo prabhavkari xae dekhiyena so aeley xae communicative approach use garxu audio aid method haruko prayog garxu, badhi vanda badhi engage garauney hisab ley garxu jastae conversation garauni ek apasma kura kani garauni dialogue haru garauni, pair work garauni, group work garauni, mukhyataya communicative approach use garxu jasma listening, speaking, reading, writing sabae language function ka avyas haru hunxa.

In past I have used group discussion method but later I realized that it was not so effective for the students then I used communicative approach and I also use audio aid methods. I facilitate for students' engagement as more as possible and for that I use to let them to have conversations between each other, create dialogues between each

other, and engage students in pair works or group works. Most importantly I use communicative approach which includes exercises for listening, speaking, reading and writing i.e., all 4 language functions.

Hari Ans=resouce ko laagi tei board rw marker available hunxa tesma pani ajha maeley xae euta marker school ley dinxa black color ko tesma kehi important kura haru lekhna ko lagi xae maele red marker use garxu red marker xae afaeley kinera use garni garxu euta marker ley barsa din pugihalxa ma tyama euta marker kindaema mero dherae kehi jadaena dherae li rakheyko xu tesma thorae dida mero kei pani jaadaena.

There is only board and marker as a resource and school provide us black marker and I use to take red marker for writing some important things on the board, for red marker I buy it with my personal expenses.

Shyam Ans=discussion method. audio visual methods haru kei upalabdha xaena, afnae mobile phone rw laptop lagera janxu student lae padhauna lae.

I mostly use discussion method.

3. **Does the school administration support your approaches?**

Jagat Ans=Support paina, clss lae divide garam vaneyko mandaenan, support garenan, overcrowding lae kam garauni

Ram Ans=Support xa

Yes, the school administration supports my approaches.

Hari Ans=support garxan.

Yes school administration support my methods.

4. **How do you perceive the impact of your teaching on the prospects of your students, given the limitations of the under-resourced context?**

Ram Ans=Impact ramrae huney xa voliparsi bidhyarthi haruma sudhar haru aauni xa padhae prati ruchi badhni xa angrezi bolna sakni huney xa biswajagatma pratispardhi huna saklan tesae gari uniharuko angrezi vasama bikas huney xa

I think there will be a positive impact of my teaching; in future students will have improvements in English language and they will get interest towards their study and they will be able to compete with the people of world with the development of their language skills.

Shyam Ans=student ekdam satisfied xa maeley padhauni tarika snga.

My students are fully satisfied with my teaching, they give positive response towards my teaching process, students use to say that they are having lot of improvements regarding English speaking and my teaching makes them easy to understand English subject.

5. **Can you share any success stories of your students who have gone on to pursue further education or employment opportunities as a result of their English language skills?**

Jagat Ans=ekjana student lae maeley English ma ramro guidance garda uskoo English ramro improve vayeko xa, marks ramro lerako xa rw haal scholarsip ma kathmandu ma further padhae gardae xa ramroo xa.

There was one student who is currently is pursuing further study in Kathmandu district with scholarship. His English language skills was very good and he used to follow my guidance and with its help he got very good skill on English language.

Ram Ans=Maeley padhako bidhyarthi xae aeley ma sngae staff ko rupma kaam gariraheyko xa kehi xe vkrae subba level ma posting vayeka xan kehi bidhyarthi engineer vayeka xan, angrezi vasama xe prayogma xae bivinna ngo/ingo ma rw hotel harma kaam gariraheyka xan.

One of my student is working along with me as a staff in the school, some of my student have just got posting in government sector, some have become engineers, some are working in NGO and INGO and some in hotel.

Hari Ans=Xa na tah xan maeley padhako student ley dherae ramro gareyko, mero kehi students haru aeley bachelor padhdae xan, rw aajavoli badhi Jasso bidhyarthi bidesh jaani vayeko ley praya bidesh nae gayeka xan re hijo asti matra ek duijana bidhyarthi ley vandae thiyo sir ley English ma ali jod dinu vayera hamiley sikera j hoss aeley bideshma xae kehi sajilo vaeraheyko xa vanxan, English ali ramro vayekole kaam paerako xau rw ramrae talab paerako xau vanera vanxan.

Some of my students are continuing their bachelor study and some have gone aboard for further opportunity and they use to tell me that, because of their good English vocabulary they are getting good job opportunity with good payments in aboard and they use to thank me for that.

6. **Has the success story inspired or influenced others?**

Jagat Ans=maeley mero student ko success story sunauda hamiley pani ramro garna sakxau vanera motivate vayeko rw aghi badhna khojeyko dhyan diyera padheyko interest dekhako paeyeko xa. Positive impact pareyko xa

Yes, when I tell other students about the story of their senior student then they use to get motivated and use to focus on class.

7. How do you perceive the role of English language education in Nepal?

Jagat Ans=second language, international language vayeko ley sarkarley support garn aparxa

I think our government should support for the development of the English language as it is an international language and also taken as a second language in our country.

Ram Ans=International language ho harek sectorma angrezi vasako mahatwa xa.

English language is regarded as an international language so it plays major role in every sectors and for that it is important to learn English in Nepal too.

Hari Ans=English important xa.

Yes English language is important.

Shyam Ans=positive wayma liko xu.

8. What changes would you like to see in the future?

Jagat Ans=audio visual materials paryapta matrama upalabdha garaediye student ko language skills develop hunthyo.

It would be better if there is the availability of audio visual materials for teaching from which stundets' language skills could be improved.

And there is projector in school but because of lack of electricity management we couldn't use those projector for teaching purpose so it would be better is this technical issues can be solved in future for the use of projector that is available in school.

Ram Ans=Harek nepali sectorma nikayama sarkari karyalaya haruma sanghsansthama xae yedi angrezi vassako badhi vanda badhi prayog gariyo vaney xae yesko bikas pani badhi hunthyo sath sathae janta rw bidhyarthi harulae pani tyo prati moha huni thiyo rw bideshae jada pani angrezi vasaley dherae kaam pauxa mahatwa diney xa.

For the development of English language in Nepal there should be more practice of speaking English language in every government sectors and offices of Nepal because of which general publics and students will get more interest toward English language.

Hari Ans=English lae as a language padhauni parxa rw bidhyarthi ley bujhni hisabley padhaunu parxa jastae ki hamile padhauda English mae bolni English mae padhauni vanxau tara hamilye tyo English ma padhako bidhyarthi ley nabujhna sakxa tesko

laagi xae hamiley teslae Nepalima pani bujhaedina parxa jasto laagx ajasley garda hamiley boleyko English ley k vani raheyko xa vanera uniharuley bujhna sakiyoss. For teaching English to the students I think we should teach them English as a language but not as a subject we use to teach lessons completely in English which may not be effective for students because students may couldn't understand that so for that we should also use Nepali language and translate our English sentences so that they could understand the meanings and which will ease them to properly learn English language

9. **What opportunities for professional development and support are available to English language teachers in under-resourced contexts in Nepal?**
10. **Have you taken advantage of any of these opportunities, and if so, can you describe how they have impacted your teaching practice?**
11. **What resources or support would you like to see made available to English language teachers in under-resourced contexts in Nepal?**

Jagat Ans=teaching materials ma focus garna ko lagi vanxu, projector ko ramro utilization, audio visual materials ko availability, ani aeleyko naya course content ma teacher harulae training vaediye hunthyo. naya course ko laagi training haru diney, overcrowd clss la eksri manage garni, low skilled level student lae ksri padhauni vanni effective method procedure haruma training haur diney, studentko base lae skill, knowledge level lae ksri uplift garauni vanni barema, ani yo naya course content lae ksri smoothly padhauni rw time ma sakkauni vanni kura haruma training haru diye honey better honey.

Availability of audio- visual materials, proper utilization of projectors, training for teachers regarding new course content and new teaching techniques regarding effective teaching procedure to uplift the competency of student and overcrowding management techniques.

Ram Ans=Teaching aids haru audio aids haaru upalabdha vayo vaney xae listening tests haruko lagi cd haru cassette haru vaediyo vaney rajyako tarfa bata bela belama model teaching haru vaediyo vaney arko teaching material haru jastae display material, supplementary material haru audio visual material haru even text book nae samayama upalabdha vayo vaney dherae sudhar huna sakthyo.

It would be better if teaching aids like CD and cassettes are made available for listening tests along with audio visual aids and government should provide teaching models for teachers and text books should be made available on time for students.

Hari Ans=Audio visual aids ko laagi xae material lae upalbdha garaediye hunthyo, projector haru upalabdha garaediye hunthyo, rw kaeley kahi thula class haru hunxan jasma jod jod ley bolna parni hunxa jastae ki 11-12 class ma 100 jana jasto bidhyarthi hunxa testo casema xae hamilae mic upalabdha garaediyo vaney dherae sajilo hunxa.

It would be better if government provide us enough audio visual materials, better if projectors are made available for teaching in schools and it would be more better if government provide us mic to teach students as we can see that, in some classes or in 11 and 12 classes there are 100 student and for teaching 100 student sometimes our voice will not enough to reach each of the student so to facilitate teaching process it would be better if we got mic.

Shyam Ans=multimedia clss wise vaediye hunthyo, smart board, audio visual material, vaediye hunthyo,

It would be better if multimedia, smart board, audio-visual materials are made available in each class, it will facilitate teaching-learning process.

12. Is there anything else you would like to add about your experience of teaching English in an under-resourced context in Nepal?

Jagat Ans=communicatively competence banauna ko laagi teachers must be competent huna parxa jasko laagi teacher harulae effective teaching technique haruma new training haru vaediye hunthyo for new teaching techniques, clss ma teaching snga related kehi problems haru xa vaney chanbin garni ani solutions nikalni, tesko laagi prasasan ley pani support garni, english ko situation status student teacher ko level ko awasthalae pani observe garni dhyan dini, Regular clss observation ka kura harulae properly laagu garni.

Training for teachers, support from administration regarding problems in classroom, regular observation of class and performance of student and analysis of students' knowledge status on English language.

Ram Ans=Thulo samasyako rupma raheyko xa hami teacher haruley tackle garna prayas gariraheyko xau tara hamro prayas ajhae pugya xaena tesko laagi ajha sambandhit nikayaley rajya ley sarokar wala haru ley angrezi vasako bikas ko laagi awasyak parni niti niyam haru nirman dekhi liyera, bidhyalayama awasyak parni

teaching material haru, bisesgya sichak haru samayamae bikas garyo vaney tya puraediyo vaney xae ajha ramro huney thiyo jhai laagxa malae.

It is a great problem to teach English for teachers and we are trying to tackle with those problems but still we are lacking to tackle with them and for that concerned sectors and government should develop new policies and rules for developing English language and should timely provide teaching materials for schools and students, and arrange English expertise and professionals in schools.

Hari Ans=Sudhar garna parni kura dherae xa jastae ki vanna lae sunna ma aauxa ki sarkarle dherae resource kharxa gareyko xa education ma tara tesko laagi sarkar tarfa bata paryapta nigrani rw nirichan huna parni jsto laagxa check and balance kah kura haru huna parni dekhinxa hamiley teacher harule pani rw Sarkar tarfa bata pani rw teacher harulae training haru pani huna parni jasto lagxa.

There are many things for improvement, and I think proper inspection should be done from concerned authorities to monitor about the current situation of school management and education status of students, they should inspect that whether the government resources are properly utilized or not in schools and in real scenarios.

Shyam Ans=sanae clss dekhi englishma vocabulary ma focus vayera teaching learning huna paryo jasle garda paxi samma lae effective hunca learning process easy hunxa.

Every children should be focused on English learning and practice from their early childhood so that they can have good vocabulary which will ease them for learning English in the future.