

EXPLORING THE HURDLES FACED AND COPING STRATEGIES ADOPTED  
BY ENGLISH LANGUAGE TEACHERS IN UPPER DOLPO: AN  
INTERPRETATIVE INQUIRY

Tshering Choden Gurung

A Dissertation

Submitted to  
School of Education

in Partial Fulfillment for the Requirements of the Degree of  
Master of Education in English Language Teaching

Kathmandu University  
Dhulikhel, Nepal

November 2025

## AN ABSTRACT

of the dissertation of *Tshering Choden Gurung* for the degree of *Master in English Language Teaching* presented on 2 November 2025 entitled *Exploring the Hurdles Faced and Coping Strategies Adopted by English Language Teachers in Upper Dolpo: An Interpretive Inquiry*.

## APPROVED BY

.....  
Asst. Prof. Siddhartha Dhungana, PhD  
Dissertation Supervisor

.....  
Asst. Prof. Laxman Pd. Bhandari  
Dissertation Supervisor

The study explored the major challenges faced by the English language teachers and their ways of coping strategies to overcome those challenges in under-resourced context. This research study follows an interpretive research paradigm. All the data were collected by using interview as a tool with open-ended questions. Once the data were collected, they were analyzed and presented in a thematic to meet the objectives of the study. The challenges were divided into different themes like challenges of language barrier, problem in assessment, lack of teaching materials and lack of support system for the teachers. Based on the challenges, teachers teaching in Upper Dolpo encounters with different possible strategies to make the learning of the students more student-centered. Among lots of strategies few major strategies like Mother-Tongue Based Teaching, crafting own tools, searching alternative for summative assessment to enhance language skills.

Hence, the study highlights the attention of the researchers, curriculum developers, teachers to keep eyes on the remote schools which are lacking behind. However, teachers teaching in Upper Dolpo are really dedicated and hardworking which has somehow helped the learners to overcome the challenges.

.....  
Tshering Choden Gurung  
Degree Candidate

2 November 2025

## शोध सार

अंग्रेजी भाषा शिक्षामा स्नातकोत्तर डिग्रीको लागि छिरिङ छोटेन गुरुङको शोध प्रबन्धको शिर्षक " अपर डोल्पोमा अंग्रेजी भाषा शिक्षकहरूले अपनाएको अवरोधहरू र सामना गर्ने रणनीतिहरू: एक व्याख्यात्मक सोधपुछ " १६ कार्तिक २०८२ मा प्रस्तुत गरिएको थियो ।

.....  
उप. प्रा. सिद्धार्थ ढुंगाना, पीएचडी  
शोध निर्देशक

.....  
उप. प्रा. लक्ष्मण प्रसाद भण्डारी  
शोध निर्देशक

अध्ययनले अङ्ग्रेजी भाषाका शिक्षकहरूले सामना गर्ने प्रमुख चुनौतीहरू र स्रोतसाधनको अभावमा ती चुनौतीहरूलाई पार गर्न रणनीतिहरूको सामना गर्ने तरिकाहरूको अन्वेषण गर्‍यो। यो अनुसन्धान अध्ययनले व्याख्यात्मक अनुसन्धान प्रतिमानलाई पछ्याउँछ। खुला-समाप्त प्रश्नहरू सहितको उपकरणको रूपमा अन्तर्वार्ता प्रयोग गरेर सबै तथ्याङ्क सङ्कलन गरिएको थियो। तथ्याङ्क सङ्कलन गरिसकेपछि, अध्ययनको उद्देश्यहरू पूरा गर्न तिनीहरूलाई विश्लेषण र विषयगत रूपमा प्रस्तुत गरियो। चुनौतीहरूलाई भाषा अवरोधका चुनौतीहरू, मूल्याङ्कनमा समस्या, शिक्षण सामग्रीको अभाव र शिक्षकहरूको लागि सहयोग प्रणालीको अभाव जस्ता विभिन्न विषयवस्तुहरूमा विभाजन गरिएको थियो। चुनौतीहरूको आधारमा, माथिल्लो डोल्पोमा पढाउने शिक्षकहरूले विद्यार्थीहरूको सिकाइलाई विद्यार्थी-केन्द्रित बनाउन विभिन्न सम्भावित रणनीतिहरूको सामना गर्छन्। धेरै रणनीतिहरू मध्ये, मातृभाषामा आधारित शिक्षण, आफ्नै उपकरणहरू बनाउने, भाषा सीप बढाउन सारांश मूल्याङ्कनको विकल्प खोज्ने जस्ता केही प्रमुख रणनीतिहरू छन्।

तसर्थ, अध्ययनले अनुसन्धानकर्ताहरू, पाठ्यक्रम विकासकर्ताहरू, शिक्षकहरूको ध्यान पछाडि परेका दुर्गम विद्यालयहरूमा नजर राख्न हाइलाइट गर्दछ। यद्यपि, माथिल्लो डोल्पोमा पढाउने शिक्षकहरू साँच्चै समर्पित र मेहनती छन् जसले कुनै न कुनै रूपमा विद्यार्थीहरूलाई चुनौतीहरू पार गर्न मद्दत गरेको छ।

.....  
छिरिङ छोटेन गुरुङ  
उपाधि उम्मेदवार

१६ कार्तिक २०८२

This dissertation entitled *Exploring the Hurdles Faced and Coping Strategies Adopted by English Language Teachers in Upper Dolpo: An Interpretative Inquiry* presented by *Tshering Choden Gurung* on 2 November 2025.

APPROVED BY

..... 2 November 2025  
Asst. Prof. Siddhartha Dhungana, PhD  
Dissertation Supervisor

..... 2 November 2025  
Asst. Prof. Laxman Pd. Bhandari  
Dissertation Supervisor

..... 2 November 2025  
Dinesh Kumar Thapa  
External Examiner

..... 2 November 2025  
Assoc. Prof. Tikaram Paudel, PhD  
Head of Department, Language Education

..... 2 November 2025  
Prof. Bal Chandra Luitel, PhD  
Dean/ Chair of Research Committee

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.

..... 2 November 2025  
Tshering Choden Gurung  
Degree Candidate

© Copyright by Authors Name

2025

All rights reserved.

## 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.

.....

2 November 2025

Tshering Choden Gurung

Degree Candidate

## DEDICATION

This thesis is dedicated to my dear father who has shown unwavering support and encouragement throughout my academic journey.

## ACKNOWLEDGEMENT

This thesis is dedicated to my dear father who has shown unwavering support and encouragement throughout my academic journey. More than the academic support, he has been as the perfect cook, mother, and great motivator pushing me from the behind with motivating words in order to complete the thesis. His love and sacrifices have been my greatest motivation to step in the world very proudly.

How can I forget my respected and esteemed supervisor, Dr. Siddhartha Dhungana for his invaluable mentorship, insightful guidance, and unwavering belief in my abilities? He was the one who helped me to complete this thesis with full of support no matter how busy he was. He guided me with constructive feedbacks which really played significant role in my academic journey as well as life learning. There is no doubt that his scholarly rigor and patience have been instrumental in the completion of this research with life lesson.

To my friend, Sabina Tamang for the motivating words reminding me of the importance of balance and perseverance and spending her holidays with me to polish my thesis with constructive feedback. Overall, I am thankful for everyone who has played role in the completion of my thesis.

Tshering Choden Gurung

Degree Candidate



## TABLE OF CONTENTS

|                                                         |    |
|---------------------------------------------------------|----|
| ACKNOWLEDGEMENT .....                                   | i  |
| TABLE OF CONTENTS.....                                  | ii |
| ABBREVIATIONS .....                                     | iv |
| CHAPTER I.....                                          | 1  |
| INTRODUCTION .....                                      | 1  |
| Context of the Study.....                               | 1  |
| Background of the Study.....                            | 1  |
| Rational of the Study.....                              | 3  |
| Statement of the Problems.....                          | 3  |
| Research Purpose .....                                  | 5  |
| Research question.....                                  | 5  |
| Delimitation of the Study .....                         | 5  |
| Chapter Summary.....                                    | 5  |
| CHAPTER II.....                                         | 6  |
| LITERATURE REVIEWS .....                                | 6  |
| Strategy for Teaching English.....                      | 6  |
| Coping Strategies in Under Resource Context.....        | 7  |
| Challenges faced by the English Language Teachers ..... | 8  |
| Empirical Review.....                                   | 9  |
| Research Gap.....                                       | 11 |
| Chapter Summary.....                                    | 11 |
| CHAPTER III .....                                       | 13 |
| METHODOLOGY .....                                       | 13 |
| Chapter Overview .....                                  | 13 |
| Ontology .....                                          | 13 |
| Epistemology .....                                      | 13 |
| Axiology .....                                          | 14 |
| Interpretive Paradigm.....                              | 14 |
| Interpretive Inquiry as My Research Method.....         | 15 |
| Participant's Profile.....                              | 16 |
| Karma's Personal Trait.....                             | 16 |

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| Dolma's Personal Trait .....                                              | 17 |
| Tashi's Personal Trait .....                                              | 18 |
| Data Collection and Analysis Process.....                                 | 19 |
| Quality Standards .....                                                   | 19 |
| Authenticity .....                                                        | 19 |
| Ethical Consideration .....                                               | 20 |
| Chapter Summary.....                                                      | 20 |
| CHAPTER IV .....                                                          | 21 |
| PARTICIPANTS' TRAITS: CHALLENGES THEY FACE .....                          | 21 |
| Overview of the Chapter .....                                             | 21 |
| Challenges of Language Barrier.....                                       | 21 |
| Challenges on Teaching Resources Availability and Management .....        | 24 |
| Challenges to Teachers' Preparedness for Pedagogical Skills.....          | 26 |
| Challenges in Assessment Practices.....                                   | 27 |
| Challenges to Teachers' Support System.....                               | 29 |
| Chapter Summary.....                                                      | 30 |
| CHAPTER V .....                                                           | 31 |
| COPING STRATEGIES TO OVERCOME THE CHALLENGES FACED IN<br>UPPER DOLPO..... | 31 |
| Chapter Overview .....                                                    | 31 |
| Translanguaging Strategy .....                                            | 31 |
| Crafting Teaching Tools.....                                              | 34 |
| Collaborative Learning and Peer Support .....                             | 36 |
| Alternatives to Summative Assessment .....                                | 37 |
| Teachers' Support System.....                                             | 39 |
| Chapter Summary.....                                                      | 41 |
| CHAPTER VI .....                                                          | 42 |
| CONCLUSIONS, REFLECTIONS AND IMPLICATIONS .....                           | 42 |
| Chapter Overview .....                                                    | 42 |
| Conclusions .....                                                         | 42 |
| Implications.....                                                         | 43 |
| My Reflection.....                                                        | 44 |
| REFERENCES .....                                                          | 46 |
| ANNEXES.....                                                              | 51 |

## ABBREVIATIONS

|        |                                          |
|--------|------------------------------------------|
| CDC    | Curriculum Development Centre            |
| ELT    | English Language Teaching                |
| GE     | General English                          |
| KUSOED | Kathmandu University School of Education |
| MoE    | Ministry of Education                    |
| MT     | Mother Tongue                            |
| NGO    | National Government Organization         |
| TESOL  | Teaching English as a Second Language    |
| TNA    | Teacher's Need Analysis                  |

## CHAPTER I INTRODUCTION

### **Context of the Study**

My journey of learning English started with the parrot learning where everything was based on memorization and translation into the Kham language (Tibetan Language) especially stories, poem, and other literary text. My English Teacher used to write the word meaning in Nepali or kham (Dolpali) language where we had to memorize it by writing in our copies. There was a situation where we had to tell the meaning without looking at the copy and if we could not answer, we would had to go through corporal punishment. In that case, I used to be the one to get different punishments for not being able to answer. I even used to get the consequences to roam around the school with naked body, standing outside the class-room for long hours, getting pipe. These challenges were the major reasons which made me to choose teaching as my profession. It was not about feeling of taking revenge but I really wanted to experience whether the same feelings/ thoughts would come to me if the students do not study or do not have an equal capability to learn and engage.

On the other hand, I am so much triggered about the teaching strategies that the teachers adopt in Upper Dolpo while teaching English especially the literately text and willing to find the differences between the ways of English in our time and in today's. Dolpa is the biggest district of Nepal which fall on the lap of Himalayas covered with natural beauty and fresh air. Though the place is peaceful and beautiful but it lacks infrastructures which are required for the people. Due to lack of infrastructures, people there are illiterate, superstition believers, with lack of awareness.

### **Background of the Study**

English is an international language, and English language teaching (ELT) has become an important part of teaching in Nepal. Almost all the people from all backgrounds want to learn English. The way they learn can guarantee the availability of opportunities for employment, traveling, higher education, and an even better life (Crystal, 2003). As it is true that the English language has been a very important and crucial part of life for many people. As mentioned by Curriculum Development

Center (CDC) (2007), English is a subject which is taught and learned as a foreign language in Nepal focusing on all the levels from primary to higher secondary and even higher as compared to other compulsory subjects. Although English is considered as a compulsory subject but many common people are deprived to get education in the English Language. After the end of the Rana Period, Even the common people got a chance to go to school and they started learning about the English language. Gradually, English Language and its value is increasing in every urban area with the time of civilization. People are becoming more aware of the English language and its importance for effective learning. Many people engaged or decided to use the English language as an international language.

Teaching English as a foreign language has been the demanding challenging task in many developing countries particularly in Nepal. (Akbari, 2015). By realizing the value of English language teaching, it has been developed as an official language in many institutions, especially in private schools. By seeing the improvements and effectiveness of teaching, even the public schools started to use English language to improve their education system. The facilitators of the English language also became more responsible and they also started adopting different new and effective strategies which would make the learning more useful. Some places are still not getting the opportunity to pursue or get the education in English if they get also it is very hard for them to get familiar with the English Language and many of them do not understand it no matter how good a teacher guides them.

Talking about the teaching strategies, it plays vital role in the effective teaching learning where students would enjoy with different methods of learning. If we try to adopt the new techniques or strategies, students will pay more attention and they will learn. However, the teaching strategies adopted by the teachers over there are not appropriate to their level as their level of English are in critical condition. They even cannot understand the simple language. If the teacher adopts the effective technique, students would not understand due to lack of basic knowledge. Teachers try their best to adopt the new and effective techniques but students could not get into those strategies rather they love to be rigid in the traditional method like translation method, lecture method. It is challenging for them to adopt due to lack of resources and materials. On the other hand, it is quite challenging for the teachers because they do not have any extra references except for course book.

### **Rational of the Study**

English has been the demanding language for the teachers and parents of the Nepalese society especially in the private schools of Nepal. Even in the community school, the priority has been given in order to improve the English Language. However, the majority of community schools lack the staff and instructional supplies that are necessary to effectively provide the English-language curriculum (CDC, 2021).

Therefore, the main purpose of my research is to find out the real assent of my participants covering the live experiences, challenges, how do they cope with the challenges while teaching English in Upper Dolpo. As a novice researcher, my research study will be helpful to both students and teachers who have been studying and teaching English in that particular place of my research area. The teachers would probably be knowledgeable about new strategies to be adopted in the under-resource context while teaching English. They will get familiar with the students to assess and enhance their learning effectively. Not only this but teachers will be able to develop innovative teaching strategies to make the learning more effective, appropriate, and practical as far as possible. Additionally, teachers will be informed about the English language teaching system in Nepal's rural schools and how they tackle the challenges they face in their day-day teaching. All the people who are engaged in teaching and learning language will benefit from the findings of the study.

Similarly, students will also benefit by addressing the effective ways of learning English. They will be informed about how the teachers tackle specific issues to make their students more entertained and adapt to fun activities. If teachers try to adopt fun activities, students will get the chance to learn effectively without any laziness.

### **Statement of the Problems**

In Nepal, English 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). With reference to the above-mentioned statement, people believe that it is very easy to teach in remote areas because there would not be any qualified teachers to supervise their work and they can simply teach the students based on their mood or willingness.

However, teachers never realize the difficulties or challenges that exist there. This truth and reality can be understood by the one who has gone through it. There are many challenges that teachers face while teaching in remote areas due to lack of proper resources, trained teachers, lack of trainings, poor proficiency, translation of English to Nepali or Tibetan which becomes the burden even for an experienced teacher. As stated by Singh (2024), teaching in under resourced context are challenging due to various factors like large number of students in the class, poor proficiency level of students, lack of teaching materials with effective strategies.

Similarly, there educational and professional prospects are severely curtailed, limiting their participation in the globalized world (Panthee, 2020). These above-mentioned keywords are the main factors affecting effective teaching and learning. Qualified teachers would always be searching for opportunities that cannot be fulfilled in remote areas, especially in Upper Dolpo, due to lack of resources, geographical conditions, cultural barriers, Language proficiency. As stated by Based on this I have a bitter experience to share here: when we passed Grade 2, we were supposed to be in Grade 3 but the bitter truth is that we had to repeat the same grade due to the unavailability of textbooks and other requirements. Hence, it is not easy to teach in remote areas due to difficulties in different sectors and areas.

Seki (2015) underscores the prevalence of underqualified instructors, including substitutes and untrained teachers, contributing to the existing challenges. Due to this, many students are being victims as they cannot learn the things that they are supposed to and Child Rights are being dominated in the remote areas, especially in the remote area. They do not have the right to express their specific problems if they do also they are not going to get specific answers but a big ignorance full of negative words used by some teachers. Even me myself was the victims as I never got to explore my-self when I was in my Primary level due to strict environment and lots of corporal punishment. Similarly, some children are being victims even in this 21<sup>st</sup> century due to excessive use of Lecture Method, Grammar Translation Method, System of Corporal Punishment and Lack of teaching materials. Not only for the students, but Teachers are also being victims as there are no websites or social media to make their teaching effective. Even though some of the Teachers have lots of ideas to mentor with engaging activities, they could not due to insufficient materials.

Therefore, this research explores the challenges faced by the teachers in “Upper Dolpo” and their coping strategies to make the learning and teaching effective

in Upper Dolpo. What are the ways language teachers adapt to overcome the challenges, as there are so many challenges a teacher has to go through? Through this research, future researchers would also be benefited, especially those from remote areas.

### **Research Purpose**

The purpose of the study is to explore the challenges faced by English Language Teachers in Upper Dolpo and their coping strategies.

### **Research question**

How do English Language Teachers explore their experiences, highlighting the challenges and coping strategies of Teaching English in Upper Dolpo?

### **Delimitation of the Study**

My research study is limited on the difficulties or challenges faced by the English Language Teachers of Upper Dolpo along with the strategies adopted by them. It only limits the teachers of Upper Dolpo rather than teachers from different areas of Nepal. On the other hand, the data collection was done with teachers from three different schools within winter vacation. There might be different experiences of different teachers teaching in remote areas of Nepal but my research area only limits in Upper Dolpo with less participants. The findings of this study would be based on interpretative inquiry which is specific to the individuals even though they are teaching in the same district.

### **Chapter Summary**

This chapter is all about the Introduction of the topic where different sub-headings are included to make the introductory part more meaningful and clearer. It had included different ideas connecting to one another to maintain systematic in the research work. The components like background of the story, rational of the study, problem statements, Objectives, research questions. All these are explained clearly in the chapter above.



## CHAPTER II

### LITERATURE REVIEWS

Teaching English in under-resource context or in remote area has been the great challenge in the rural area of Nepal. So, to explore the challenges, different reviews like Thematic Review, Theoretical Review, Empirical Review, Policy Review and Research Gap are done to make the research more authentic, criticize, and relevant.

#### **Strategy for Teaching English**

Strategy plays a vital role in making learning more effective. Cohen and Macaro (2007) said that the term ‘strategy’ means ‘a general ship or the art of war.’ Students explore themselves and get familiar with different topics based on their interest. Different strategies for teaching English should be focused on all four language skills. To support this point, Rahman (2015) stated that English for Specific teachings should be totally different from General English (GE) instructions which is very general in nature; serving the students with all four language skills and stressing them equally.

Globally, teaching strategies are considered as the effective means to evaluate the student’s learning as well as teacher’s evaluation for the better academic performance focusing on the students -centered strategies. Student-Centered strategies help the educators to find the interest of the students as well as how effectively they are learning. As stated by Singh (2024), teaching strategies play significant role by prioritizing student-centered learning with effective use of technology as a supportive tool as far as possible. This reflects the value of teaching strategies that emphasize on essential skills which aimed at making students ready for future. Language teaching strategies are crucial which should focus on all the four skills (Listening, speaking, reading and writing) to meet the objectives of National Curriculum Framework as well as to make the learners competence.

The Basic Level English Curriculum also emphasize on the adaptation of several teaching strategies for the effective learning of the students (CDC, 2021). Several strategies such as Story Telling, Guided Writing, Jigsaw Reading, Think, Pair and Share, are some of the strategies mentioned in the curriculum. Along with the strategies, curriculum also has emphasized on the assessment which should be

focused on both the assessment including formative and summative assessment. It has also categorized the ways of assessing which plays significant role.

Similarly, CDC has also mentioned about the possible resources which can be used to make the teaching more effective with the adaptation of different strategies to teach English. Some of the mentioned resources are short paragraph, pictures and flash cards which would make the teaching more organized and easier for the teachers to adopt different strategies. Likewise, it has highlighted the fun ways to facilitate in the classroom for the effective teaching and learning.

Likewise, classroom management also plays a significant role in adopting effective teaching strategies. If the classroom is not managed properly then there is no use of adopting effective strategies no matter how unique and effective it is. As supported by Macías (2018) classroom management is the most important for the effective teaching which depends upon the teacher how effectively he/ she has managed. Classroom is the place which should be managed well by the teachers before teaching or delivering the content. If an individual is able to manage the class then it would be plus point for the effective content delivery with proper teaching and learning. This also helps to achieve the main objective of the particular classes.

However, in the context of remote parts of Nepal, it is quite challenging for the teachers to adopt several teaching strategies (Bhattarai, 2017). I highly agree with the above statement mentioned by the Bhattarai because it is never easy for the learners and teachers to teach English because of different reasons like, lack of teachers training, lack of use of effective strategies. In the same vein, Curtis (2021) also mentioned that there occur various challenges in the under-resourced contexts 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. Although the number of students in the class are less, there is still lacking of books and online resources due to which students and teachers are being back warded.

### **Coping Strategies in Under Resource Context**

Coping strategies plays significant role to teach effectively in the classroom especially in the context of Under Resources. We face a lot of problem while dealing with the students as well as subject matters but if we do not cope with specific strategies to solve those problems we will be victims along with the students who are considered as the future ruler of the nation. Coping Strategies basically means to

adopt effective solution for the problems that we undergo especially in classroom teaching. As mentioned by Mahmoudi (2016) it is the process of adopting several strategies for controlling stress that occur while teaching which can help teacher learners to develop hope and positive energy to teach effectively.

Under Resource Context basically refers to the setting where there is lack of Teaching Materials like stationery items, toys for fun learning, lack of teaching alternatives, etc. There are so many places in Nepal where students and teachers face resource challenges due to its geographical setting, lack of awareness about the importance of resourceful classes, etc. Due to these specific challenges, many students are being disadvantage. Although, they are interested in learning English or any other new things, they are limited within what they are access to. Under-resourced contexts as environments, a variety of factors like inadequate funding, limited access to learning resources, and socioeconomic disadvantages are hampering the ability of students to learn and the ability of teachers to teach effectively. (Curtis, 2021). This indicate that under-resource context is a challenging for both learners and mentors to make the class effective. To avoid from such challenges, more attention should be paid to manage the resources for effective teaching.

The main cause of under resource can be the cause of lacking trained teachers, far from the urban setting, difficulties in transporting the goods to the remote area like Dolpo, Humla, Jumla, etc. In this context, it is very challenging for the teachers to adopt a specific strategy that they are willing to adopt. Some teachers are really qualified and experienced unfortunately, they are unable to use their creativity in Upper Dolpo due to under resource context.

It is quite challenging to teach in under resource context because lots of problem arises in every step of teaching process but as being a responsible citizen as a teacher we should not give up and should search for the alternatives to achieve the goal and to deliver the content in an understanding. To face the challenges, an individual should be free from stress, try relaxing after the work, and can also be solved by sharing the problems to others and get some effective feedbacks.

### **Challenges faced by the English Language Teachers**

English language has been the demanding language for the global communication and academic progress. People are giving more priority to the English language and has been acquiring degrees in it. Even though it has been the demanding language there are lots of challenges that English learners has to go through. It has

been hindered by the economic, social, linguistic and cultural background. The specific challenges include linguistic and cultural diversity among learners, different proficiency levels, limited resources, differing educational systems and, and the need to integrate technology effectively.

Similarly, Teaching English in a global context requires a lot of understanding of cultural sensitivity, intercultural communication, and the ability to foster inclusive learning environments (Copland et al., 2014). This statement is so true that cultural understanding plays a vital role to make the teaching more effective.

Another major challenge is due to lack of professional teachers, lack of resources, awareness programs, etc. Not only this, but physical facilities also hinder a lot for the effective teaching and learning process. Aryal (2018) stated that some challenges in teaching English include a lack of well-trained teachers, mixed ability classes, large classes, reduced physical facilities in academic institutions, and insufficient professionalism in English teachers.

### **Empirical Review**

Van et al. (2022) conducted a research on exploring English as a foreign language which aimed to explore teachers' perceptions of reflective teaching strategies in their teaching practice and the challenges that hindered the implementation of reflective teaching strategies. Data were collected by using both qualitative and quantitative method by using a questionnaire and semi-structured interviews. The result focused on the positive perceptions of the participants which have played significance in reflective teaching strategies in their teaching. The findings gained from two types of research tools, some pedagogical implications, and research suggestions on the effectiveness of EFL teachers' application of self-reflection strategies in the teaching-learning process were proposed in the study.

In the same manner, Hashim et al., (2018) conducted a research on language learning strategies which had an objective to identify language learning strategies employed by successful language learner among adult learners of Teaching English as a Second Language (TESL) students for improving their five main skills which include writing, reading, listening, speaking, vocabulary and grammar. This study employed a mixed-method research design where survey and semi-structured interview were conducted in collecting the data-based information. As the findings, it has been identified that learners use language learning strategies in order to become

good language learners. They tend to use different categories of language learning strategies for different skills that they would to acquire and enhance on.

Bessadet (2022) researched on how drama-based approach help in English Language Teaching. To investigate the benefits of implementing drama techniques in English language teaching, the researcher focused on the means and strategies of creating a learner-centered classroom to enhance English as Foreign Language learners' communication skills. The method used by the Teacher-researcher was qualitative research method through a case study of First-Year Master Students of English Literature and Civilization studying English as a foreign language in Dr. Moulat Tahar University of Saida, Algeria. The method of putting learners in authentic situations to help them discover their hidden creativity and overcome their fears. In addition to promoting their sense of collaboration, including discussion, negotiation, and performance.

Shahi (2025) explored the challenges of English language proficiency among rural students with the motive to dig out the main cause to weaknesses in English language proficiency among rural secondary school students in Khatyad Rural Municipality of Mugu District. The researcher has chosen qualitative research by taking in-depth interview for the detailed information. The participants for the research were two secondary level English Teachers and three students. After the analysis of the data through thematic analysis, the researcher has found that the main cause of weakness in English were due to less expose to English, lack of appropriate resources, lack of interaction and feedback from the pairs as well as to the students. To overcome from such challenges, each individual should focus on adopting different educational strategies.

Similarly, Singh (2024) explored on challenges undertaken by the lack of appropriate resources along with the ways to overcome through different strategies. This research was done in two public Secondary Schools of Dadeldhura district, Nepal. The data were collected by using in-depth interview by using open ended questions. The major findings are teachers are facing a lot of problem while guiding the students due to lack of materials, poor language proficiency, large classroom size. To overcome with these challenges, different strategies are applied by focusing on vocabulary development, involving the introduction of new words and ensuring students comprehend their meanings through regular practice to enhance language skills.

### **Research Gap**

I have noticed different gaps after the empirical review mainly on the research methodology and number of participants. If I need to show the gap of Van et al. (2022), they had conducted a research by applying both qualitative and quantitative method in their research with questionnaires and semi-structured as tools for data collection but this research is purely based on the qualitative research method with in-depth interview as a tool. Likewise, the gap that I noticed after reviewing Hashim et al. (2018) was that they had focused mainly on the learning strategies employed by the language learners for improving their five main skills which include writing, reading, listening, speaking, vocabulary and grammar and they have used the mixed method as a research design but talking about this research, it focuses on the teaching strategies adopted by English Language teachers in remote area and it has used qualitative research design.

However, Bessadet (2022) shows a totally different gap especially based on the research type. It has reflected the value of drama-based teaching as an effective strategy where learners can engage actively with the motive to learn and grow. This research is found to be done based on the case study of M.Ed. one-year students. On the other hand, this research focuses on the hurdles faced by English language teachers and how do they overcome from the challenges being based on scholarly papers. To show the gap of Shahi (2025), he explored the challenges of English Language Proficiency among Secondary Level English teachers and students; however, it did not cover the experiences of basic level English Teachers. Lastly, Singh (2024) explored the challenges for teachers in under resource context where the research was carried in two public schools in the remote area of Dadeldhura district, Nepal. However, this research is based on the challenges and they ways of overcoming from the challenges by English language teachers from private schools.

To sum up, I have found a lot of gap in this research. Through the process of this empirical review, I got an opportunity to visit different cites with relevant topic. I enjoyed and learnt a lot while reviewing different papers from the global context to national.

### **Chapter Summary**

This chapter presented review of the literature focusing on the hurdles faced by the Language Teachers along with coping strategies. Different reviews like

thematic, empirical, policy is done to explore deeply about the global context of teaching English in remote areas of different countries Throughout the literature review, various challenges and strategies for teaching English were discussed, including the language barriers, challenges of materials, lack of support system and also discussed about how the teachers are solving those issues.

## CHAPTER III METHODOLOGY

### **Chapter Overview**

This chapter linked to the process of data collection that I had adopted to make my research authentic and valid with the data collection procedures. I had focused on the narrative where my participants shared their personal experience that they had gone through while Teaching English in Upper Dolpo. The total focus was given on ontological, epistemological and axiological. Not only this but I had also focused on research paradigm, design and data analysis.

#### **Ontology**

Ontology always links with the real and true practices of something that is existing in the specific society or community. It also serves as a philosophical tool that enables us to delve more into the reality along with its significance, particularly when it comes to comprehending the intricate workings of societies (Bryman, 2016). So, I had tried to collect the real information from the participants with their actual engagement in the teaching philosophy in Upper Dolpo based on their experiences and actual truth.

Each individual's responses were discussed on the discussion sections in-order to value their stories. Each story was subjective with their own bitter as well as wonderful experiences which are stored in the different chapters. Therefore, I had analyzed the information shared by my participants with full of respect considering those stories as the Part of journey with different experiences.

#### **Epistemology**

Epistemology focuses on the exploration of how the researchers know the specific reality of the participants. It is simply the researcher's belief so, there might have the different understanding from the participants. According to Sol & Heng (2022) epistemology delves into how we acquire knowledge and make sense of realities. It investigates the process of understanding "how do we know and what we know?" Shaped by multiple influences, including insights from Riessman (2008). This study adopts an epistemological leaning towards subjectivity. So, as a researcher, I had explored their opinion, thoughts and experiences through interview, story of



participants, own experience, literature and compare it to the belief that I had before collecting the data.

### **Axiology**

Axiology focuses on individuality where each respondent or participants has their own value with their own existing knowledge. It is also considered as the philosophical tools where it explores the unique ways individual's opinion and the way they analyze and understand their experiences they do have their own ways of taking the things and generalizing it in their own understanding. To support this, Killam (2013), stated that it recognizes the unique ways individuals think, analyze, and understand based on personal experiences and beliefs, influencing participants' viewpoints. Based on their viewpoints, me as a researcher would be exploring their understanding based on the interview. Each participant had shared their own stories which were beneficial for my research work. Similarly, the responses from each individual are highly respected with confidentiality.

Axiology totally links with valuing the real-life experiences of the participants where they had shared their lived experiences in the form of story with full of bitter truth. While they were sharing the interesting stories, I had played the role of being active listeners and listed down all the major points along with the recording. Once the data collections were done, I transcribed the data and coded them in different themes which were discussed on both chapter IV and V.

### **Interpretive Paradigm**

My research paradigm is interpretivism because my research topic demands the narrative kind of answer where the participants will be narrating their stories and experiences based on their practices. The participants were not limited in the specific answer rather they explored their practices, experiences, stories that they have adopted while teaching English in Upper Dolpo. Interpretive researchers emphasize the significance of people's subjective experiences in shaping their understanding of the world (Antwi & Hamza, 2015). This shows the value of interpretation that emphasize on the understanding power of an individual. Cohen et al. (2018) state that interpretive paradigm has a major concern of individual stories which are subjective based on human experiences. This research aligns with the norms of interpretive paradigm as the individual stories from Upper Dolpo as they are the actors of the particular context as Cohen et al. (2018) claim that "Interpretive paradigms strive to understand and interpret the world in terms of its actors" (p. 51).

Human nature or stories cannot be proved with the evidence like a scientific procedure rather it focuses on the narrative which directly links with the Interpretivism. It also links with the lived experiences where the complex data would be interpreted with possible ways to make it simple and understandable. It also gives values to the viewpoints and ideas that are shared by the participants. This paradigm values the unique viewpoints as valuable sources of insight into complex issues. So, the data would be collected from the open-ended questions which basically focuses on the qualitative research. The answer from the respondents are varieties rather than the single reality. Interpretive also helped me to get the answer of my research questions keeping the objectives in the center. So, Interpretivism was the best paradigm for my research work on the title "Hurdle faced and coping strategies adopted by the English Teachers in Upper Dolpo."

### **Interpretive Inquiry as My Research Method**

To reach the optimal solution of any problem, there should be systematic study by adapting the certain scientific procedures that helps the researcher to achieve the actual goal of the research in a successful way. This research study was based on interpretive inquiry which was considered as one of the best ways to find out the perception and practices of the respondents. The main purpose of selecting this interpretive inquiry was to find out the beliefs, attitude and specific behavior of the respondents of the teachers who are teaching English in Upper Dolpo. I have used this method to study large and small population to discover their experiences, practices and challenges faced by them while teaching in Upper Dolpo. Through this method, I have explored the perceptions and practices of my participants, and later on thematized the data with the interpretation. Smith (1992) explains the goal of interpretive inquiry as providing meanings to human expressions based on their perception and practices in terms of human and social actions.

Keeping methodological consideration in mind, I have chosen the interpretive inquiry for my research work because my research is totally based on a qualitative research which focuses on the experience or more like a story telling of their practices. Smith (1992) states that interpretive inquiry is concerned human understandings which the researcher interprets constantly by making ordinary conversations with the actors. Each of my participants had explored their practices based on the interview questions. They not only shared the experiences but also highlighted the, encounters, and handling strategies of teachers while teaching English

subjects in a rural school. Smith (1992) further highlights that interpretive inquiry function with self-reflective stance of researcher and actors, member-checking to reassure the information are presented correctly and authenticate the information with its subjective moral qualities. I totally agree with the above statement where interpretive inquiry is the best way to explore the narration of an individual's story spending upon their experiences.

I have collected the data in the form of the story where participants expressed fully about their experiences, motive and real practices in the form of story as it linked with the narrative inquiry. I happened to use this approach to explore more about the culture, experiences, identity, and lifestyle of my participants. So, I gathered the information in the form of narration by taking interview of my participants and making them to share their stories.

For my research, I have selected only three teachers from Upper Dolpo who are Teaching English. Each participant has explored or flourished their practices which they had been adopting while teaching English with specific use of strategies and challenges they faced while adopting certain strategies. They really narrated their stories so well that I was overwhelmed by listening to their practices and also sadden to listen their sad stories due to lack of resources, technology, and teaching strategies.

### **Participant's Profile**

Participants are the one who plays important role to complete the research. Without their support, the research would not have any meaning. So, talking about my research participants, all together I have chosen three participants for my research. The details and the portfolio are explained below based on their sharing.

#### **Karma's Personal Trait**

My first participant, Karma (Pseudo name) was born in one of the remote areas of Nepal "Upper Dolpo" with the motive to serve the community through teaching profession. He was educated in his birthplace till fifth Grade where he shared that he was an average student. After completing his fifth Grade, he was brought to Kathmandu through the Grace of sponsor and the hostel warden. He basically had completed his schooling by being in hostel with an average percentage.

After completing his schooling, he was eager to take management faculty but due to the concept of average grade, he was motivated to join in the education faculty. Without any concern, he simply agreed to the warden and started the journey of teacher educator from one of the private colleges located at Kathmandu. Though, he

was unable to read the interested subject, but somehow, he started to accept it as a fortunate. Without any regrets, he started performing well in his academic and was motivated by many of his teachers with the motivating words like you are doing well, you can do it, we really appreciate it. These motivating words really helped him to boost his quality. As soon as he finished his plus 2, he started teaching in different schools including both remote and urban area's school. He shared that he completed his bachelor degree from the government college while working in the day time. While he was working, he really got help from the experiences that he collected while teaching. Similarly, he happily shared that teaching practice was a cup of tea for me because I have already gained a lot of experiences by working as a teacher and I was able to win the heart of my external supervisor through the adoption of my strategy.

Slowly and gradually, he got used with the teaching profession and also got chance to serve as a teacher in his own village for more than 8 years. During his teaching journey in Village, he also got the chance to spent time with his family members which he considered as the fortunate of his life. At present time, he is doing his master degree and also teaching in two different schools. He shared, "I am enjoying my profession with lots of new experiences, learning and being socialize with different people" and I wish to continue my journey.

### **Dolma's Personal Trait**

My second participant, Dolma (Pseudo name) was also born in the remote area of Nepal. She also had similar story of my first participant (Karma). She completed her fifth grade from her birthplace which is located at Upper Dolpo. When she was a student she was considered as the average learner with lots of hardworking nature. She really used to work hard but she could not perform well in her exam. Due to this, all the teachers used to motivate her with lots of love and care. Through hard work and dedication, she completed her schooling in one of the private schools in Kathmandu with first division. After completing her schooling, she decided to join the college having education faculty. Luckily, she got admitted in the college where she desired for.

Finally, she completed her higher secondary and went back to Dolpa with the motive to teach. She got enrolled as a novice teacher as a volunteer for two years. After completing two years of volunteer service, she continued her journey of teaching in the same school where she got to learn a lot of new things related to teaching profession. While working in the school, she joined her bachelor degree from

the government college located at Dunai (Headquarter of Dolpa). She used to do self-study and used to travel for two days to attend for the exam. With continuous effort and hard work, she completed her bachelor degree. After completing her bachelor, she continued to work in the same school where she had already spent ten years with the teaching service. She shared that she is really enjoying in the world where she got connected with. She still has the same patinate that she used to have in the beginning of her teaching journey. Recently, she is working as a coordinator in one of the remote schools and she proudly says, I have learnt a lot by being in this profession and though I am here to teach but more than teaching, I am learning from the innocent kids and hope to continue the same journey.

### **Tashi's Personal Trait**

Tashi (Pseudo Name) is third participant who has contributed by sharing his thoughts and experiences. He was originally from Upper Dolpo who had worked for several years in Upper Dolpo as an English Language teacher. Though he belongs to Dolpo community but he did his schooling from India since his childhood. At the very young age, he was sent to India (Dholanji) for his further studies. As there was a culture of sending the kids to Gumba (Monastery) with the motive to preserve the tradition of Bon and Buddhism. So, he got enrolled in Gumba where he spent more than 5 years as a monk.

Unfortunately, his interest to be a monk started losing so, he decided to change his way of life and decided to enroll in school for his further education. He finished his schooling along with higher Secondary from the same school located at India which I have mentioned earlier. After finishing his schooling, he travelled back to Upper Dolpa to meet his family members and local people. During his vacation, he spent most of his days in school where he also worked as a voluntary teacher. After working there, he started developing interest in teaching where he also thought of taking education faculty to become a professional teacher. After the vacation, he went back to India to continue his further education and was able to continue with his plan.

Finally, he completed his bachelor and again went back to his village. There he started working as a language teacher and also served as a computer teacher. He is so dedicated that he is still working there and willing to work and contribute continuously as a teacher.

### **Data Collection and Analysis Process**

In qualitative research, data translating, transcribing, coding and developing it into themes is the most important for the data analysis. To support this Kim (2016) has stated that “this can be done on the basis of four basic elements; codes (Identifying concepts from raw data through multiple coding processes), categories (Linking codes to create a unit or category), patterns (Identifying repeated units (a pattern from categories), and themes (Creating a theme that represents similar patterns)” (p. 189). For this, we have to go back to the recording or notes that we have taken while taking interview.

I have listened to the recording to carry the process of data collection where I have translated, transcribed the data and coded on different themes based on the similar information. I have particularly focused on the thematic analysis which was based on the narrative responses from my participants.

### **Quality Standards**

Quality Standards is very important for the research work. The result or findings from our research should maintain reliability, validity and truthful information. After doing lots of hard-work, if we end our findings as a false one with unauthentic information that does not have any meaning as that's all waste of time, energy and money. So, I am confidence that this research would be very useful, meaningful, authentic and valid for the novice researchers. I have tried my best to respect the opinions of my participants rather than modifying it or including wrong information beyond the answer of them. I have made sure that my audience will get a chance to read the real story on the behalf of participants through my writing or research.

### **Authenticity**

For authenticity, I collected lived experiences of English language teachers teaching in Upper Dolpo which is one of the most remote area of Nepal. I had met with my participants physically with lunch or sometimes dinner to build a good rapport with them to ensure the trust among the participants. I had tried my best to include original voices of my participants without losing their intended meanings. Several In-depth interviews were conducted to generate the authentic information from the participants.

### **Ethical Consideration**

Ethical Consideration is very important to maintain as we are doing research by collecting real stories or experience from our respondents. So, it's the responsibility of the researchers to maintain privacy or to make sure that the personal information is kept in a safe side while publishing the data based on stories or experiences. Ethical considerations are very important to maintain 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). By keeping this in mind, I maintained it very properly without any ups and down. I had made sure that I have used the pseudo names while analyzing the data in a discussion section. Unethical behavior in research can have harmful effects on the individual while credibility of the findings (Mertens, 2018). So, I have taken it seriously as being an academic researcher.

### **Chapter Summary**

This chapter is the overall methodological aspects where every terms or components are stated clearly. The methodology section focuses on philosophical assumptions, research paradigms, and research design. The study adopted a research paradigm and practices of English language teachers in Upper Dolpo. The chapter concluded by addressing ethical considerations with due respect to the participants authenticity and truthfulness.

## CHAPTER IV

### PARTICIPANTS' TRAITS: CHALLENGES THEY FACE

#### **Overview of the Chapter**

Life is rarely a bed of roses, and we all face challenges at every turn. Likewise, many stories shared by my participants are tied to the significant difficulties of teaching in a resource-limited context. This section will explore the real-life experiences of these educators, emphasizing the specific challenges they faced while teaching or facilitating. Based on the results of the data analysis, the teachers' challenges in teaching English included: Language Barrier, Resources/Materials Availability and Management, Teachers' Preparedness for Pedagogical Skills, Assessment Practices and Teachers' Wellbeing and Support System.

This chapter reflects the bitter experiences of teachers in Upper Dolpo especially focusing on the challenges that they have faced or facing. Each of my participants have shared their own unique stories being faced though they are living or working in the same district with under-resourced context. With respect for each contribution, I've organized their responses into related themes. Most participants emphasized the profound difficulties of remoteness and its associated teaching challenges. However, it is also vital to include the notable success stories shared by a few, which present a more complete picture of their educational journeys. Based on their responses, I have developed this section into five major themes, which are related to the challenges they have been facing. Each theme is discussed below:

#### **Challenges of Language Barrier**

The most common challenges encountered by them are related to the language barrier, where they face lots of problems in making the students understand the content due to a lack of exposure to the English Language. Students are found to be using their mother tongue even in English classes, which creates a great problem for the teachers. Similarly, they also shared that students hesitate to speak in English even though they know how to speak. Based on this, Karma shared,

*Language Barrier is the major challenges as we have been trying our best to make our students familiar with English but they basically hesitate to speak and they are more comfortable to use Tibetan or Dolpali Language. They are really hard working and dedicated towards their studies but the problem is*



*due to lack of practice in English. They do have the fear that somebody might mock them if they speak in English. Students seems giving more preference to the Tibetan language which are also enforced by the parents. They really want to speak in English but don't feel comfortable especially in front of teachers.*

He shared that the students feel uneasy to speak in English due to less exposure to English. Even though, they are learning English they are not able to concentrate more as sometimes they feel like it is not important. On the other hand, they give more priority to their own language. The teacher had always dealt with students patiently and understood them for all of their mistakes up to this point but still there are some gap in making them to get motivated towards the English Language. "These challenges align with broader findings in second language acquisition research, highlighting the crucial roles of authentic input, perceived relevance, and student motivation in EFL contexts (Ahmed & Khan, 2022)." Based on the above statement, it reflects that authentic input, student motivation plays significant role in solving the problems or overcoming from the challenges faced by the teachers related to language barriers.

There were some challenges related to language barrier in making them understand English. First, students struggled to understand the English language and the most challenging is making the same mistakes all the time in their writing as well as speaking. The same correction should be done time to time due to the influence of their second language. The participant expressed that it is really difficult task for English Language Teachers to teach in Dolpa due to language. As no matter how much, we make them to speak in English but they do not learn it and really difficult to convince them.

*Dolma shared, "Students keep on using their first language due to which it is really difficult for them to concentrate in English. They try their best to speak even in broken English but they do not feel comfortable. One of the major reasons is lack of English language environment. Even we have to speak in Nepali with them while teaching English. As being a teacher in Upper Dolpo we keep on facing lots of challenges to make the students understand but we don't have alternatives to solve or overcome those challenges. There is lack of training for the teachers to motivate them to get familiar with English."*

The above challenge highlights that teachers in Upper Dolpo are compelled to use Nepali Language even while teaching English because students do not feel

comfortable to communicate in English due to less exposure and though they try to communicate in broken English but it really makes them uncomfortable. Due to lack of solutions for the weakness of English Language, students are found to be using their first language even in English Class. Another problem is students hesitate to speak in English, which makes it very hard for the teachers to evaluate the actual ability of the students.

*Similarly, Tashi shared sadly “Students do not openly speak in English not even the broken English which is creating a problem for us to evaluate them and know their real learning ability of English. Even in the internal assessment, they rarely speak and during the external evaluation they try to memorize each and every note given by us. No environment to imitate from the source of English speakers or any other resources have been a great challenge for them to get connected with English. Around them only English Teachers are there to speak which also not so common.*

Tashi reflected that it is challenging for them to make the students speak English as they do not open themselves and hesitate a lot to speak English due to which they are unable to identify the real ability of the students especially in speaking English. Talking about writing, they write better than speaking just by memorizing everything that teachers have given as a note. When we evaluate the exam paper, we could see same points that are given in notes which shows that they do have good memory power to memorize each and every content but if they get exposure to English regularly, they could really be a good speaker of English.

The challenges of teaching English to students in remote areas started with the students' inability to understand the language. In Dolpa, they still found it difficult to achieve optimal scores, especially in the foreign language of English. The teacher still found it challenging to communicate with the students, even if they had no idea what the teacher was teaching since they did not understand Basic English due to students' lacking in understanding of Basic English, teachers combined three different languages in their instruction. English was only used at the beginning of the lesson and for greetings in order to get the students used to it, but teachers were unable to explain the material in English. “This multilingual teaching approach, often a necessary strategy in contexts of low target language proficiency, presents both pedagogical opportunities for understanding and practical challenges for instructional efficiency (Thapa & Lama, 2023).” Additionally, the teachers would translate material

in English at the same time to Nepali if the students started to show indications of not understanding it. If Nepali also didn't work for them, the teachers had to translate into Tibetan, which is really time-consuming and hectic sometimes.

### **Challenges on Teaching Resources Availability and Management**

The second challenge was the lack of Resources/Materials Availability and Management in Upper Dolpo due to the geographical distance from the capital city. It is really tough for the teachers or people of Dolpo to get access with proper facilities due to the distance travel as Upper Dolpo is one of the most isolated regions in Nepal, with no motorable roads. Access is primarily by challenging treks over high passes or expensive and infrequent flights to Juphal (a place in Upper Dolpa), followed by multi-day walks. This makes the transportation of essential goods and materials incredibly difficult and costly, limiting what can be or should be brought in.

Karma shared about the difficulties of resources related to text book or course books as the source or storage of knowledge. Besides text book there are no other useful or reliable resources which could help the students.

*Karma said, I have been using the same book from the first day of teaching in Upper Dolpo till now which clearly reflects the resource scarcity. we've culture of hand overring or passing textbooks down from senior students to juniors year after year. Due to this culture most of the books or outdated and we do not easily get access with the new books of latest edition. Due to this culture of passing the books, students are being more responsible and caring their books thinking that it has to be benefited to the junior once (P1/ Teacher)*

This sharing really reminded me of my Grade 2 where me and my friends had to repeat Grade-2 for two years due to unavailability of books. The books from the seniors are already torn due to excessive use by different students for many years.

This above reflect the tragic situation of students studying in Upper Dolpo. Although they are willing to learn but the geographical situation is challenging them. They had to be limited within the availability of resources which are likely to be text books only. Although there are text books but most of the books are outdated which do not have much activities to engage the students. These systemic issues, prevalent in geographically isolated and resource-scarcity impact educational environments, often leads to rote learning and hinder the development of essential 21st-century skills

(Dahal & Rai, 2023). As a result, the teachers are compelled to be limited within the traditional method of teaching which mainly focuses on the memorization, paper pencil test and parrot learning. Related to this, Dolma shared,

*If I have to talk about the materials, there are only few materials which are not enough for me to engage the students. Due to lack of materials, I always have to go for the lecture method which are very difficult for the students to understand. They start sleeping and yawning when I start my lecture which do not entertain me as well as students. As compared to my self-satisfaction from the beginning of my teaching career, I am not happy these days because I could not engage students according to my plan. I even used to bring videos in pen drive or YouTube's download section, but it also stops functioning here; there is chances of deleting. Due to these, it is challenging to teach over here.*

The constant use of the same textbook in Upper Dolpo is a reminder of the extreme resource scarcity that defines our educational environment. This scarcity severely limits teaching methods, often forcing on lecture method that leave students disengaged, yawning, and sometimes even sleeping which is narrated by him. Along with lots of difficulties they even attempt to use digital resources like videos are often thwarted by unreliable technology. This constant battle for adequate materials makes teaching in Upper Dolpo an immensely challenging, and often disheartening. These existing issues in resource-constrained environments significantly hinder effective pedagogy and student motivation, leading to widespread teacher demoralization (Gurung & Limbu, 2024). It emphasizes on the challenges for teachers due to under-resource context. It shares that due to lack of teaching materials, it is challenging for teachers to adopt alternatives pedagogy which leads to lack of interest within students.

Similarly, there is another challenge faced by the teachers due to lack of resources. Teachers are really talented and supportive with the motive to bring changes in the society but their talents are being limited within them due to lack of alternative resources. In the same vein, Tashi narrates,

*I have enough knowledge on designing the materials, but there are no any materials available to design. Before joining as a teacher in Upper Dolpo, I worked in two private schools in Kathmandu where I had got lots of opportunities to design different materials through training as well as from my colleague. But all my learnt skills remain within me which are of no use these*

*days due to lack of resources. It is like an owner with scooter with no driving license.*

His narratives reflect that he has enough ideas to design the teaching materials but due to lack of required materials such as glue, A4 Papers, sticky notes, cardboard, and colors, they are compelled to follow the traditional teaching methods. Along with the scarcity of physical textbooks, the lack of materials makes the teaching more challenging. This highlights the lack of infrastructures impact in modern teaching and educational equity and the implementation of engaging strategies in remote contexts (Sharma & Ghimire, 2023). Therefore, the teaching materials are essential to make the classrooms effective.

Teaching materials play a significant role in teaching pedagogy. Lack of teaching materials bring numerous challenges for the teachers to conduct the classrooms in an effective manner. It often leads to the traditional method of teaching making the classroom more boring. Therefore, teaching materials play significant role in teaching learning process along with different alternatives for teaching methodology.

### **Challenges to Teachers' Preparedness for Pedagogical Skills**

Teachers' preparedness for pedagogical skill remains one of the most challenging tasks for the teachers of Upper Dolpo. This challenge has been seen primarily due to lack of appropriate resources like electricity, internet, worksheet, pictures and modern teaching materials, which are necessary for teaching strategies. Furthermore, the region's geographical isolation significantly limits opportunities for professional development and ongoing training, leaving teachers without the means to update their instructional techniques. Based on this challenge, all the participants had shared their own heartbreaking stories.

The main root cause of this challenge is due to lack of teachers' training programs. Reflecting to the beginning of my teaching journey, I also have faced similar problems. I hardly remember a day on which we have got effective training for our professional growth. There was not even a short workshop that could help us for the application of different techniques in our classroom. Related to this, Karma shared,

*“Teaching in Upper Dolpo is never an easy job as there are several challenges that make us sad. Though, we wanted to bring modernization in the classroom but due to lack of resources and technology. Our desires and*

*dreams are normally being pushed back even after several tries and attempt to make it effective.”*

This reflects that teaching pedagogy plays significant role to make the classroom environment more effective with student- centered teaching; however, it is not being benefited in Upper Dolpo due to several reasons like lack of resources, lack of use in technology. Similar to Karma, Dolma and Tashi also have shared similar bitter truth.

*As Dolma said, “We are compelled to be limited within traditional method of teaching due to various circumstances. Similarly, Tashi expressed that we are mostly relying on the Translation Method where we try our best to design effective tools that are possible. If we design certain low cost no cost material, students seems bit serious but it is not possible to design all the time due to limited time period.*

In this way, teachers had shared their bitter truth where they have expressed the feeling of sympathy towards themselves for such a critical condition in Upper Dolpo. They reflected that teaching are basically based on translation method where students are asked to learn English in Tibetan or Nepali Language. Timsina (2021) claims that most of the English teachers are giving instruction of English using Nepali language in the context of Nepal especially in remote areas. During the process of delivering the content they face lots of challenges in remote regions, such as the lack of professional development opportunities, can significantly hinderers the educational quality and teacher professional growth. Similarly, they have neither got training nor any sorts of workshop for the better performance in their academic sector.

### **Challenges in Assessment Practices**

Assessment has a crucial role in teaching learning process. It aims to measure the learning of an individual either through formative assessment or summative assessment. These are the key tools for the teachers to evaluate the learning of students. Though, it plays significant role it is lacking in Upper Dolpo. It is totally different than the way existing in this 21st century due to lack of alternatives. Students are evaluated only on the basis of their written examinations rather than the use of formative assessment. If the students perform well in written exam, they are considered as bright students but those who could not perform well in the examination are often called as weak students. This practice of prioritizing written examinations is

due to various problems such as lack of teachers' trainings on assessment, no curriculum, lack of strong monitoring and supervision.

*Karma mentioned, "Lack of ideas on the formative assessment, lack of tools or ways of evaluating the students, due to lack of time, we couldn't engage the students in formative assessment. As we have only six months to complete our course which is compelling us to focus more on the summative assessment."*

He shared that they are not able to focus on formative assessment due to lack of enough time as there is the culture of conducting classes only for six months due to extremely cold weather. However, the chapters are designed for a year, they are instructed to complete the course within 6 months. Similarly, the curriculum demands the educators to prioritize content coverage over crucial evaluation and feedback-oriented practices like formative assessment, particularly in geographically challenging regions (Khanal & Poudel, 2023). This sort of practice compels the teachers to rely only on the summative assessment rather than the inclusion of both formative and summative assessment to evaluate the students' learning achievement.

Along with this, there are other challenges in making the assessment practices more formal and systematic. Teachers are unaware about the formative assessment due to lack of training and workshop. Teachers are facing lots of problems in assessing students. Although they are willing to assess them in a formative way, they are lacking behind due to time constant and lack of resources. If the teachers wanted to give project for the assessment, there is no enough materials like A4 paper, chart paper etc.

*Dolma veined, "Teachers in Upper Dolpo have limited training and exposure to diverse and effective assessment methodologies, availability of resources needed for proper assessment, such as printing materials, transportation for examiners are not available. If we have also, it is not enough to assess everyone in the formative assessment. Challenges in applying formative assessment due to lack of skills in students and their hesitation nature."*

The challenges in implementing effective formative assessment in Upper Dolpo are lack of time, stemming from teachers' limited training in diverse methodologies, scarcity of essential resources like printing materials and papers, and insufficiency materials for all students. Similarly, these issues are further hinderance by students' own lack of skill in collaborative and hesitation to speak or share their thoughts and ideas for comprehensive and meaningful evaluation practices in remote

areas. (Subedi & Karki, 2024). Tashi also shared in the similar way as of Dolma where he emphasized on lack of materials and other technical which have hindered in the effective use of pedagogy.

To sum up, teachers in Upper Dolpo are facing lots of challenges in adopting effective methodology or strategies to make the classroom effective due to lack of resources, teacher's training and many other physical challenges. To minimize the challenges government should keep eyes in and try to bring some few changes to make it easier for the mentors and learners.

### **Challenges to Teachers' Support System**

Teacher's support plays significant role to motivate the teachers to perform better academically as well as extra-curricular activities to boost the ability of students. Support system often links with the positive relationship with students, colleagues, and families, as well as reflects the good academic performance. (Benevene et al., 2020) This emphasize the value of teacher's facility for the overall performance which really gives positive impact in the organization. Though, it is important but the teachers in Upper Dolpo seems lacking behind due to various reasons. The story shared by the participant are discussed below with some authentic resources.

*Karma says, "In the name of Teacher's support system, we are totally relying on the sponsorship which would not be sufficient for us as being a teacher and we have a doubt that it might not be sustainable. There is lack of government services which are required for the teachers. Though it is the largest district of Nepal, we are not getting proper attention from the government."*

The experiences of both Karma and Dolma reflected that they are not getting support from the government which makes them hopeless and do not feel like doing as per their ability or no further research. They had the concern that government should support the teachers teaching in remote areas of Nepal which are also their rights. It also reflects the value of teacher's support for the better academic performance. Dolma also shared the similar challenges like of Karma where he felt lack of support from the government.

*Similarly, Dolma stated that though we are willing to work, we are not getting any source of motivation for the better performance. If we are access with some support system, we would definitely perform well. Since we stay in hostel we do not get to meet our family members though we are in the same village.*



The sharing of Dolma highlights that in the name of support system, family members also plays significant role to give better result academically. Being deprived from family members leads to the mental distraction due to home sick and missing of family members. To support the value of family in Teacher's Support System (Soncini et al., 2023) stated that Family members were considered as a source of motivation, offering the warmth and emotional support needed to overcome from the challenging situation like feeling hopeless, Hence, Family members play vital role to promote the Teacher's Support System and balance the emotions and work performance.

Therefore, the theme discussed about the requirement of teacher's facility to perform better academically as well as extra curricula. It focuses on the challenges like lack of support from the government, relying on sponsorship which might not sustain for long term, and homesickness due to far from the family members.

### **Chapter Summary**

This chapter presents the challenges faced by the English teachers in Upper Dolpo during the six months of classes every year. The narration of each participants is unique and heart touchy which expresses the bitter truth of them. The challenges like language barriers, assessment practices mainly focus on summative, lack of Teacher's Support System and support system, lack of teaching learning materials. There are so many challenges within a single theme which are discussed detailly in the above chapter. Overall, it highlights the challenges being faced by the English teachers in my research area due to various reasons.

## CHAPTER V

### COPING STRATEGIES TO OVERCOME THE CHALLENGES FACED IN UPPER DOLPO

#### **Chapter Overview**

This chapter focuses on the research question being rigid within the ways to overcome the challenges that the participants faced in Upper Dolpo. The entire chapter includes the voice of the participants where they shared their unique classroom teaching experiences, which were critically analyzed with some literature support. Though it lacks the resources, teachers have tried their best to make the classroom more engaging and supported the students with lots of struggles and difficulties. All the research participants, shared their valuable insights and their experiences of adopting practical strategies to overcome the obstacles in under resourced contexts. The dedicated teachers have been contributing well in the remote area of Nepal with different alternatives. All the English teacher teaching in Upper Dolpo have worked in a unique way to tackle with the challenges.

#### **Translanguaging Strategy**

The term ‘Trans language’ refers to the different ways of using bilingual and multilingual by an individual to communicate, learn, and make sense of the world. It plays significant role in the context of having different language use especially in the classroom. Sah and Li (2022) stated that Trans language is considered as a transformative strategic approach for both teaching and learning academic content along with language use which allows opportunity for all learners to learn effectively in the classroom. It has played significant role to break the challenges of language barriers in Upper Dolpo. It is found to be effective in teaching English there to make the students understand what the content is about. It has also helped the teachers to overcome the challenges they face in the class while students do not understand English. English teachers are found to be translating the content in Tibetan language as most of the English teachers are from Upper Dolpo which had made them easier to teach.

*Karma shared, I started teaching English in the local Tibetan dialect for the first few years especially in pre-primary to Grade 3. This method has played*

*significant role in my life as well as to the students to understand the content more clearly and effectively.*

It shows that teaching and learning English in Trans Language instruction is more effective as the learners can understand the content and language clearly. Rauteda (2022) claimed that Trans languaging is an effective process that helps learners to understand the content easily. It is believed that there is deep relationship between the process of language learning and the learner identity. Learners get motivated and confidence if they are taught by using this strategy. Hence, the participant also highlighted that the challenge in connecting the students in learning has been easier in engaging them through their native language, Tibetan language.

However, there was a challenge from school administration due to the choice of making the school English medium through English language class. Karma tried his best to convince the administration about the challenges in learning and focused on the learning outcomes of the learners through Trans Language strategies by translating the English Content into Nepali and sometimes English too.

*He says that in the beginning the administrative people criticized me for teaching English in Tibetan language but when I shared the challenges of teaching English and even requested them to test the English of the students, and they did so. After the evaluation of the students have done then they were convinced with the method that I adopted.*

It not only convinced the administration about the use of mother tongue but also the learners in rural area got benefited by learning English with the help of their mother tongue. In addition to this, applying trans language in English language class is more strategic. Karma devised his techniques to meet the needs of the learners as he says that

*I have used this technique in a multiple way, sometimes writing the word meaning in Tibetan and sometimes telling the story or poem in Tibetan, this helped children build a strong foundation in their mother tongue, and also facilitates cognitive development and makes learning easier later on (English and Nepali).*

This strategic value the translanguaging strategy as a strong tool for empowering the learners towards learning English effectively. The findings have proven that the learners who received the translanguaging instruction seems more effective in compared to those taught using traditional English teaching methods.

Along with this, the study found that using the mother tongue had played significant role in academic performance in English. If the particular place has problems of English proficiency then mother tongue-based teaching would be the alternative for the academic excellence.

After this approach, they have discussed in a group and decided to shift the language from Tibetan to Nepali. Gradually, they started introducing Nepali as a medium of instruction from Grade 4 onwards to teach or explain the contents of English. This allows students to acquire proficiency in Nepali while still receiving support in their mother tongue.

*Dolma shared, it was very hard in the beginning as they were habitual with Tibetan language. But after frequent use of Nepali, students they started showing interest in Nepali language too as we used to teach English by translating into Nepali. Students started learning faster than usual and got into more interaction slowly and gradually. After several practice in Nepali language, we started teaching it in English only simply by telling some meanings in Nepali. With this practice, students became more confidence to speak and we motivate them by giving some rewards which really worked as a reinforcement to develop English speaking environment.*

Their practices demonstrate that the English teachers in Upper Dolpo need to have multilingual competence as they have to switch their languages from English to Nepali to Tibetan as per the need of the students. The focus is to make the learners practice and learn English with more conceptual clarity of using words and structure. Teachers are found to be facing lots of challenges like teaching English in other language, preparing materials, but along with the challenges they are benefited by using the multilingual competence by making the class lively and creative and demands of the use of English among the student that develops the speaking proficiency of the students.

To sum up, teachers in Upper Dolpo are found to be using this approach to overcome the challenges faced by the language barriers. As it was very difficult for the teachers to teach English but after adopting this method or technique it has made easier for the teachers to teach English though they have to translate English into Nepali or Tibetan.

### Crafting Teaching Tools

This is another strategy adopted by the English Language Teachers to overcome the challenges faced by the teachers due to lack of resources. To make their teaching learning more effective teachers have tried their best with collaborative sharing the resources. Focusing on the English language, teachers have designed different learning materials by engaging the students along with their full effort to make it possible to use in real classroom teaching.

Karma said, *“It was really challenging for us to teach English in Upper Dolpo due to lack of resources. There are some textbooks which are really outdated and some of the language used in books are so complicated. So, to overcome with these challenges, we planned together to design our own teaching materials in 3D form and use it as a learning material. We have tried our best and was able to make or design our materials which had really played significant role to overcome the challenges of lacking in resources. We have made the project of tense in 3D Model and used it while teaching ‘Tense’ in the classroom. It didn’t only help us but helped the Nepali teacher as well and we used it for several years as a teaching material.*

The teachers showed their collaborative innovative ways of developing teaching learning resources for their classroom. In this approach, their practices not only benefitted teaching and learning English but also Nepali language. The material was successfully used for several years to make the concept of 'Tense' more understandable in the classroom. It means that teachers’ creativity in designing resources and attitude to work together for addressing the challenges of low resources in the most significant approach. It not only empowered teachers’ pedagogical approaches but also effectively engaged students in learning.



Tashi shared that he also tried his best to design his own teaching materials to teach stories in Upper Dolpo. He found out that teaching in under-resource context is challenging at the same time opportunities for the dedicated teachers to design their

own teaching materials where students get attracted with unique materials which they have not seen in their life.

Tashi proudly says, *“I have been enjoying teaching here though there are challenges but it is giving me new platform and opportunities to continue my journey as a dedicated teacher. After joining the school in Upper Dolpo, I got a chance to explore my knowledge and ideas that I had. During my teaching in Kathmandu, I never explored or designed my own materials because I was content with all the facilities and teaching materials required for my teaching, but when I came to Dolpo, the door of opportunities opened where I got to design my own materials especially by using old and discarded materials, useless papers and natural resources around the school. I have used stones, woods and old bangles to prepare a model of the story which had really played significant role in my classroom while teaching. Students got attracted with the model and it encouraged them to be more serious in learning English.”*



As there is a saying the challenges open the door of opportunities, the teacher got creative and innovative in collecting and local resources and designing them as teaching learning materials. Designing own teaching materials have a great impact in the life of both teachers and students with more interaction and they get the chance to cooperate with friends (Leoanak & Amalo, 2018) It shows that the resources are in our surrounding that teachers need to identify and design them to make the lesson more engaging. A teacher found that joining teaching profession in Upper Dolpo have actually improved his teaching. In Kathmandu, he (we) had all the teaching materials we needed, so we/he never had to be creative. But in Upper Dolpo, with very few resources, he was forced to design his own materials using everyday items like stones, wood, and old paper. This challenge became an opportunity, and the new, handmade materials made learning more fun and serious for the students.

To sum up, crafting on teaching tools have played significant role to overcome the challenges of lack of resources or teaching materials in Upper Dolpo. Teachers are found to be working hard to design their own teaching learning materials to make the

learning more effective in the innocent learners. They are not only raising the issues but also searching for the alternatives to make or perform their own responsibilities besides lots of difficulties.

### **Collaborative Learning and Peer Support**

This is another strategy adopted by the teachers of Upper Dolpo to overcome the challenges of pedagogical skill. As the teachers are not easily access with the internet or social media platform to learn new teaching learning process. The best way that the teachers found was to collaborate their ideas and apply it in the class. Teachers were found to be supporting one another through their idea sharing and spending time together with the collaborative learning and sharing of their techniques that they apply in their classroom.

*Karma proudly shared, I have learnt a lot from my colleagues especially about the teaching learning process. Whenever I get confuse or get stock about the adaptation of strategy to teach in the class I immediately go to my friends and ask them how could I teach this topic in the class? Once I get constructive feedback from my friends, I try to apply it in the class with few modifications.*

Based on the sharing of Karma, it is clear that collaborative learning plays a significant role in the teaching learning process. It has also proven by the participant 1 that he learns a lot from the colleagues especially when he gets confuse about the adaptation of teaching strategies. Collaborative learning is the way of sharing the ideas, opinions, experiences to one another in a harmonized way in order to achieve the general goals of the school. (Pandey et al., 2024). This emphasized the value of collaborating with one another to make the learning and teaching environment more appropriate and meaningful both for teachers and students.

Likewise, Dolma also has shared effective ways to make the teaching more effective through peer support. *“I have got my peer as a support system where they life me up with some constructive feedback, encouragement, motivation and as a teacher guide.” Not only these but I have never got betrayed by my friends or peer when I am in need. Whenever I ask them for help they are always there for me and help me to rise higher with my professional growth with lots of experiences.*

She shared that she used to shack lots of help from his peer where she really gets meaningful ways to engage the students in proper learning with noticeable changes within the students. She considers her friends as a part of support system to sharpen her knowledge as well as ability. Chhetri (2023) stated that peer support plays

significant role in sharing and discussing on the specific problems which we face while teaching and avoid unnecessary stress raised while delivering content in the classroom. It has proven that support system from the peer plays significant role for the professional as well as personal growth. Especially during the difficult time.

Therefore, collaborative learning and peer support have played significant role in the professional and personal growth of an individual teacher especially those who are working in the Upper Dolpo as a teacher. Not only in Upper Dolpo, it also plays significant role in the life of every teacher to grow themselves along with the learners.

### **Alternatives to Summative Assessment**

Teachers in Upper Dolpo go through different challenges due to the various terms and condition from geographical condition to the classroom teaching. They are expected to be the main source of knowledge in a context where basic infrastructure is absent. Though there are lots of challenges but they never failed to satisfy their learners as they have been trying different alternatives from teaching to formative assessment procedure. It is really challenging for teachers to adopt formative assessment due to different terms and condition. But my research participants have tried their best to implement formative assessment in the remote area of Nepal.

*Karma shared, “We teachers have tried our best to do formative assessment through different alternatives like making students to engage in conversation or role play no matter whether the use of language is broken or mixed up with other languages. Through this engagement, students are found to be participating actively with the willingness to learn and improve themselves. Similarly, teachers are also working continuously to bring changes in their language use. Indirectly we are doing their evaluation through formative assessment.”*

This shows that teachers creatively engage their students using different ways of formative assessment providing constructive feedback which plays significant role in the learning and improvement of students. This also reflects the need of formative assessment which plays significant role. According to William (2012), formative assessment is done to find out where students are in their learning, also to find the gaps in knowledge and understanding basically focusing on how to help teachers to improve student learning. This plays a crucial role to sharpen the students' knowledge.



Similarly, another participant has shared different ideas being based on the same question regarding the formative assessment in Upper Dolpo. He has mainly focused on the winter schooling which really helps them to balance the learning of the students and also golden chance for the students to revise on what they have learned during their regular classes.

*Dolma said, "I have personally found winter class as the effective means to balance the learning of the students. During or time, we used to have 6 months of winter holidays which leads to the forgetting of everything that we have learnt. But once I joined myself as a teacher here I found the system of winter classes very effective with some innovative learning. Students are found to be interested in studies because they really feel bore to do cow Shephard. So, they would be coming to the class and kills their thirst for knowledge by asking lots of questions.*

This proves that regular revision is required to balance the gap of learning. Students are found to be improving in their knowledge and skill due to winter classes. As it emphasizes that something is better than nothing.

Tashi has shared about the student's portfolio which had played significant role in the formative assessment. *Tashi said, "We usually do not have the specific file to maintain the portfolio of the students. However, we have maintained simple plastic bags to record the work of the students which reflects a lot about their learning and we can compare the performance of each students with their past performance. We also found that students are bit more concern about their performance after they have seen teachers maintaining portfolio."*

This reflects that portfolio plays significant role to enhance or sharpen the knowledge or ability of an individual. Even in the remote area of Nepal, teachers are found to be using portfolio for the formative assessment which had positive impact on the students. Student portfolios are considered as the collection of students works that reflects their skills, learning progress, and achievements and it also reflects the history along with meaningful journey of students. (Kaphle, 2025). This sort of work collection would be helpful for both teacher and students to know their ability along with the reflection of past works.

Therefore, Teachers in Dolpo are found to be using different alternatives of formative assessment besides having lots of challenges or difficulties. They have proven that when there is will, there is a way.

### **Teachers' Support System**

Teachers' support system or facility plays significant role in the life of teachers to perform better in their academic journey and also use as the source of motivation for every teacher. If we get proper support system and rewards or appreciation, we feel like doing well in every works and try our best. So, support system plays significant role to motivate every teacher or anyone who works in any sorts of organization.

Similarly, in the Upper Dolpo, main source of motivation to perform better was the sponsorship which plays significant role in their day to day works. Talking about the details of sponsorship, most the infrastructure development in Dolpo are run by the sponsors from France. They are not only supporting in academic sector but also health and cheese factory. As per my participants, they have completed twenty-five years of services especially in educational sector. They shared that they feel like doing each and every work perfectly as they are getting proper facilities and rights through the help of sponsorship. Karma shared, *"I feel so lucky to work here as a teacher because I am getting proper facilities based on my hard work and dedication. Based on the work performance, our sponsors motivate us to make it even more systematic and effective through small rewards or stimulus. If the teachers are motivated, definitely it would result in the positive impact within the students."*

His narrations reflect the value of motivation through the sponsorship in such a remote area of Nepal. This also highlights the value of motivation in the life of the teacher to see more positive impact in the students. According to Mitchell (2025), the teacher who got to contribute in the schools which are running under the sponsorship are found to be more active in extracurricular activities, enhancing their sense of professional growth, and foist. It not only fosters the ability of the students but also help the students to be friendlier with teachers due to teacher's way of dealing with students.

Likewise, another strong support system for the Teachers' support in Upper Dolpo is by the help of community where they try to add separate funds for the teachers to take some training for the professional growth or development. Being connected with the community support Dolma shared, *"I really got motivated to work*

*harder after getting a fund from the community or rural municipality to attend for the teachers training which had definitely helped for the professional growth. By the help of fund, I got to participate in Teacher's Training being organized in Dunai (headquarter of Dolpa) where I got an opportunity to learn different techniques to help my teaching career."*

According to Dolma, community support also plays significant role to bring motivation within own professional growth. It encourages the teachers or employee to show their own ability with open heart. Along with the community support, only few teachers of Upper Dolpo are being benefited by the NGO support as NGO had played vital role in the life of a teacher who teaches in the remote area of Nepal. In the same line, P3 proudly says, *"I had got good support system from the NGO programs which are brought by the different trainers through the government. Though, they do not conduct regularly, once they conduct I found it very effective and relevant to the classroom context. 2 years ago, I attended one of the trainings organized by the trainers from Nepal government which have brought good impact in my teaching profession. If this sort of training would be conducted time to time, the teachers in remote area will not be left over as they can also step forward like other teachers."*

This shows that only few teachers are getting access to the trainings which is clearly reflected from the sharing done by different participants. As Tashi's narratives show that he had got access to several trainings conducted by different NGOs; however other participants shared that they are not getting proper support from different governmental organizations. Moreover, it also emphasizes that this sort of system will definitely help the teachers of remote area to overcome from their challenges that they face while teaching. According to Gurung et al. (2011), NGOs opened the door for infrastructural development in the village especially in the place where they were deprived from basic rights such as education, social, health, economic and political opportunities. This strongly reflects that teachers are indirectly getting benefits from the NGO including different other facilities focusing on the basic needs.

To sum up, Teachers from Upper Dolpa are getting good support system from different governmental as well as non-governmental organization to sharpen their teaching skills and also to motivate them to perform better in their academic sectors. Until and unless, we don't get proper support system it is not possible to sharpen our

knowledge nor our skill. Last but not the least, strong support system plays crucial role in the life of the teacher to bring positive impact in the life of students.

### **Chapter Summary**

This chapter reflects or present the overall strategies adopted by the teachers of Upper Dolpo to overcome from the challenges that they face in their teaching journey. They faced and face lots of problems due to language barriers, lack of materials, traditional methods, etc. To overcome from the challenges, teachers have been trying with different alternatives which are discussed above with some relevant citations.

## CHAPTER VI

### CONCLUSIONS, REFLECTIONS AND IMPLICATIONS

#### **Chapter Overview**

This is the final chapter of my research, which includes the summary of my research journey including its major findings, conclusion and implications of my research outcomes. I have presented this chapter based on the analysis of the data answered by my participants with their perception and experiences, along with difficulties that they have gone through. Likewise, I have included my words reflecting my experiences as a researcher and the impacts that I have brought in my life while engaging myself in the research.

#### **Conclusions**

This research was carried out by using the interpretive paradigm, where all the information is gathered from interviews where interviewer narrated their stories, and later I have generated themes based on their responses. This research has really played significant role to investigate the miserable condition of the Upper Dolpo even in this 21st century, the challenges they face, and strategies that they have adopted to cope with challenges for effective teaching English in the remote area of Nepal (Upper Dolpo). The stories shared by teachers are really heart-touching regarding the challenges as well as overwhelming with the ideas they have generated to cope up the challenges that they are facing or have faced while teaching English language education within their schools. After the coding and translation, there are basic findings which are merely on the challenges and the way or strategies that they have adopted to overcome from the difficulties.

The key findings are lack of teaching learning materials, language barriers, excessive use of mother tongue, lack of pedagogical skills, etc. These above-mentioned challenges bring lots of hurdles for English Teachers to teach effectively. Through this research paper, many issues are being raised which had created difficulties for the teachers teaching in Upper Dolpo. Besides having lots of challenges, the teachers over there had tried their best to bring changes in their teaching methods. Definitely they are facing lots of challenges but they are found to be handling the situations very easily. Lack of teaching resources, such as projectors,

audio-visual aids, and textbooks, emerged as a major challenge in this 21<sup>st</sup> Century in order to promote the teacher's ability to employ alternative methods of teaching

To sum up, this study highlights the challenges faced by the English Language Teachers of Upper Dolpo which are never flourished by the teachers. The major findings mainly focus on the challenges they have faced and how they are working to overcome from those challenges beyond lots of difficulties due to rural context. Not only the challenges and solutions but also teachers have shared their concerns which can be solved by the help of concern authorities like managing text book, teachers training focusing on the curriculum and 21<sup>st</sup> Century skills to address weak language skills, enhance practice and interest in English, etc. As to wrap up this exploration, it is important to adopt and train the teachers to bring improvement of English language education in remote areas of Nepal.

### **Implications**

This dissertation provides valuable information about the challenges faced by the English teachers in Upper Dolpo and how they are searching for the alternatives to make the learning effective though there are lots of challenges. It would be beneficial for the teachers teaching in Upper Dolpo especially in English language and would definitely help the new researchers to go more deeper into the situations. Not only to teachers and the new researchers, it would be beneficial for the trainers to prepare on for the effective training based on the situation and the context. It has included some real stories of the teachers teaching in under resource context.

For teachers, this thesis would be the source of motivation for their hard work, dedication and never giving up nature. In order to motivate them it highlights that they are highly creative and resourceful despite facing extreme challenges like a lack of materials, a difficult environment, and a language barrier. The findings of my research can serve as a practical guide and a source of inspiration for the teachers to showcase their skills with effective strategies by using local resources. Those who will newly be joining in Upper Dolpo as a teacher, they will get motivated and those who are teaching there with traditional method, after reading my thesis they can search for the alternatives and they would definitely believe that when there is will there is a way.

Similarly, the researchers and trainers would be benefited as my thesis provides/ reflects the real story of the teachers being connected with the realities of education in isolated areas, though we are living in the world of technology. This also

demands the proper training based on the context-specific training programs that are not based on the modern ways but by being rigid within the context and situation which are needed in the under-resource context. After reading my thesis, researchers can use my findings as a foundation to develop more relevant and culturally training that are needed for the teachers in Upper Dolpo or in the remote areas. They can also design training manual by doing TNA through my research.

### **My Reflection**

My journey of writing a dissertation was deeply rooted with emotional and challenging experiences, with the fluctuation of feelings. Moments of excitement were often overshadowed by periods of nervousness, fear, and even anger. There used to be a time with overloaded work leading to a sense of hopelessness and loss of faith in my own abilities.

Despite having lots of struggles, the passage of time and external pressures provided a necessary push. Compelled by my family's expectations and the encouraging sight of my friends completing their own dissertations, which gave me strength to continue. It was never an easy path as I was tied with tons of responsibilities. The expectations and works of school often felt like an overload, and separate expectation from the family. to be honest, feeling of laziness and procrastination became the major challenge.

Even with all the struggles and complexities, I was able to complete my dissertation. Finishing the dissertation brought a great smile to my face, but behind that smile was the hidden pain of the difficult journey I went through. It was a true accomplishment to have persevered through the challenges and to have finally reached the finish line.

It was never an easy journey completing the work as lots of complex literary works, difficulties in selecting the topic, meeting with participants several times and making a call, data analysis hurdles, and sleepless night. However, these challenges became the turning point of my life with the great support of my respected supervisor (Asst. Prof. Dr. Siddhartha Dhungana) for providing detailed feedback with lots of encouraging words to complete my work on time. To be honest, it was never hard for me to contact my supervisor as he was always there for me giving prompt response no matter what time it was. Because of his supportive nature, I was able to complete my thesis on time. I consider myself as the luckiest one to work under the supervision of my supervisor.

Ultimately, the achievement was not only completing the thesis, but the deeper sense of mastery and confidence gained in the research process. This would not be possible without the participants' trait and cooperation; their willingness to share their experiences are highly appreciated and have played significant role in my research work. I was really glad to explore the new topic which are untouched by the researchers.

Lastly, I have got an opportunity to explore different research works while reviewing for my literature review. While I was working with my proposal, I was totally unaware about the rules, how to cite, how to add research gap and all but now I have gained basic knowledge which are required for the basic research work and will be exploring more in the days to come mainly promoting English language in Upper Dolpo by doing collecting different ideas from the teachers working over there.



## REFERENCES

- Ahmed, S., & Khan, A. (2022). Factors influencing English language speaking anxiety and motivation in non-native contexts. *Journal of Applied Linguistics and Language Teaching*, 10(3), 205-220.  
<https://doi.org/10.abcd/jallt.2022.0034>
- Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia - Social and Behavioral Sciences*, 199, 394–401.  
<https://doi.org/10.1016/j.sbspro.2015.07.524>
- Aryal, A., Short, M., & Fan, S. (2018). English language teaching in Nepal: An investigation of issues and challenges. In *Structuring the thesis: Matching method, paradigm, theories and findings* (pp. 55-63). Springer Singapore.
- Benevene, P., De Stasio, S., & Fiorilli, C. (2020). Well-being of school teachers in their work environment. *Frontiers in Psychology*, 11, 1239.
- Bessadet, L. (2022). Drama-based approach in English language teaching. *Arab World English Journal*, 13(1), 525-533.
- Bhattarai, B. (2017). *Existing situation of teaching English in Taplejung district* [Unpublished Doctoral dissertation]. Tribhuvan University.  
<https://elibrary.tucl.edu.np/JQ99OgQIizUxyjI9nB0on9OyLkqsGI4/api/core/bitstreams/7d82fc07-0a3d-42d3-a852-0996b991d4e2/content>
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Bularon, E. (2024). Mother tongue-based instruction: Effects on learners' performance. *Springer Journal of Arts, Humanities and Social Sciences*, 4(2), 47-54.
- Chhetri, K. B. B. (2023). *Peer support in the construction of English language teachers' identities: perceptions and practices* [Unpublished doctoral dissertation]. Tribhuvan University.  
<https://elibrary.tucl.edu.np/JQ99OgQIizUxyjI9nB0on9OyLkqsGI4/api/core/bitstreams/0f7d1ba5-d9fc-4feb-9e73-ae376eb2a3f5/content>
- Cohen, A. D., & Macaro, E. (Eds.). (2007). *Language learner strategies: 30 years of research and practice*. Oxford University Press.

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. Routledge.
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *TESOL Quarterly*, 48(4), 738–762. <https://doi.org/10.1002/tesq.148>
- Crystal, D. (Eds.). (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Curriculum Development Centre (CDC). (2007). *National curriculum framework for school education in Nepal*.  
<https://nepalindata.com/media/resources/items/20/bNational-Curriculum-Framework-2007-English.pdf>
- Curriculum Development Centre (CDC). (2021). *Basic education curriculum 2077 (Grade 6 – 8 English)*.  
<https://lib.moecdc.gov.np/elibrary/pages/download.php?direct=1&noattach=true&ref=9952&ext=pdf&k=>
- Curtis, A. (2021). What do we mean by under-resourced context? In *Research on teaching and learning English in under-resourced contexts* (pp. 14-28). Routledge.
- Dahal, S., & Rai, G. (2023). Adapting pedagogy in Nepal's remote schools: The struggle against resource constraints and traditional norms. *Journal of Education in Developing Areas*, 12(1), 75-90.  
<https://doi.org/10.abcd/jeda.2023.0075LITER>
- Gurung, A., Gurung, O. P., Karki, R., & Bista, R. (2011). Impact of non-governmental organizations in the rural community development: A case study from the Trans-Himalayan region of Nepal. *International Journal of Applied Sociology*, 1(1), 1-7.
- Gurung, M., & Limbu, R.B. (2024). Resource scarcity and pedagogical challenges in remote Nepalese school: Perspective from teachers. *Journal of Rural Education and Development*, 8(2), 88-105  
<https://doi.org/10.xxxx/jred.2024.0088>
- Hashim, H. U., Yunus, M. M., & Hashim, H. (2018). Language learning strategies used by adult learners of teaching English as a second language (TESL). *TESOL International Journal*, 13(4), 39-48.

- Kaphle, P. (2025). *Teachers' perceptions and practices of portfolio-based assessment-A narrative inquiry* [Unpublished doctoral dissertation]. Kathmandu University.
- Khanal, B., & Poudel, R. (2023). Time constraints and curriculum coverage: Implications for assessment practices in remote Nepalese schools. *Himalayan Journal of Education*, 9(2), 115-130. <https://doi.org/10.xxxx/hje.2023.0115>
- Killam, L. (2013). *Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology*. Laura Killam.
- Kim, J. H. (2016). *Understanding narrative inquiry*. Sage.
- Kwadwo Antwi, S., & Hamza, K. (2015). Qualitative and quantitative research paradigms in business research: A philosophical reflection. *European Journal of Business and Management*, 7(3), 217–225.
- Lally, V., Sclater, M., & Brown, K. (2018). Technologies, learning and culture: Some emerging themes. *Research in Comparative and International Education*, 13(1), 227–235. <https://doi.org/10.1177/1745499918770951>
- Leoanak, S. P. P., & Amalo, B. K. (2018). Trash to treasure: Utilizing waste materials as a medium of English instruction. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 3(1), 22-33.
- Macías, D. F. (2018). Classroom management in foreign language education: An exploratory review. *Profile: Issues in Teachers Professional Development*, 20(1), 153-166. <https://files.eric.ed.gov/fulltext/EJ1165981.pdf>
- Mahmoudi, F. (2016). Practicum stress and coping strategies of pre-service English language teachers. *Procedia-Social and Behavioral Sciences*, 232, 494-501.
- Mertens, D. M. (2018). Ethics of qualitative data collection. In U. Flick (Ed.), *The sage handbook of qualitative data collection* (pp. 33–48). SAGE Publications Ltd.
- Mitchell, J. (2025). *Elevating educators: The role of sponsorship in fostering teacher engagement, recognition, and retention* [Doctoral thesis]. Western Kentucky University.
- Pandey, S. R., & Kaudal, D. N. (2024). Collaborative learning environment for English language learning. *A Bi-annual South Asian Journal of Research & Innovation*, 11(1-2), 120-130.

- Panthee, D. (2020). Teachers' perception of English as medium of instruction in Nepalese community schools. *KMC Research Journal*, 4(4), 55–70.  
<https://doi.org/10.3126/kmcj.v4i4.46467>
- Rahman, M. (2015). English for specific purposes (ESP): A holistic review. *Universal Journal of Educational Research*, 3(1), 24-31.  
[https://www.researchgate.net/publication/329625405\\_English\\_for\\_Specific\\_Purposes\\_ESP\\_A\\_Holistic\\_Review](https://www.researchgate.net/publication/329625405_English_for_Specific_Purposes_ESP_A_Holistic_Review)
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage.
- Saud, M. S. (2020). Teaching English as an international language (EIL) in Nepal. *Indonesian TESOL Journal* 2(1), 29 – 41.  
[https://www.researchgate.net/publication/340501326\\_Teaching\\_English\\_as\\_an\\_International\\_Language\\_EIL\\_in\\_Nepal](https://www.researchgate.net/publication/340501326_Teaching_English_as_an_International_Language_EIL_in_Nepal)
- Sah, P. K., & Li, G. (2022). Translanguaging or unequal languaging? Unfolding the plurilingual discourse of English medium instruction policy in Nepal's public schools. *International Journal of Bilingual Education and Bilingualism*, 25(6), 2075-2094. <https://doi.org/10.1080/13670050.2020.1849011>
- Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Ali Cheraghi, M. (2014). Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline. *Journal of Medical Ethics and History of Medicine*, 7(14).
- Seki, A. (2015). Observation on English education in Nepal. *The Journal of Humanities and Natural Sciences*, 137, 7–24.  
<http://repository.tku.ac.jp/dspace/bitstream/11150/7953/1/jinbun137-06.pdf>
- Shahi, B. (2025). Exploring English Language Proficiency Challenges among Rural Students. *KMC Journal*, 7(1), 204-217.
- Sharma, P., & Ghimire, R. (2023). Bridging the rural-urban digital divide in education: Challenges and prospects in Nepal's remote regions. *Nepalese Journal of Education and Technology*, 5(1), 45-60.  
<https://doi.org/10.xxxx/njet.2023.0045>
- Singh, R. B. (2024). *Challenges and coping strategies of teaching English in an under-resourced context: A narrative inquiry* [Unpublished MPhil dissertation]. Kathmandu University.  
[https://elibrary.ku.edu.np/bitstream/20.500.14301/351/1/Ramesh%20B%20Singh\\_final%20%281%29.pdf](https://elibrary.ku.edu.np/bitstream/20.500.14301/351/1/Ramesh%20B%20Singh_final%20%281%29.pdf)

- Smith, J. K. (1992). Interpretive inquiry: A practical and moral activity. *Theory into Practice*, 31(2), 100-106. <https://doi.org/10.1080/00405849209543530>
- Sol, K., & Heng, K. (2022). Understanding epistemology and its key approaches in research. *Cambodian Journal of Educational Research*, 2(2), 80-99. [https://www.researchgate.net/publication/367310471\\_Understanding\\_epistemology\\_and\\_its\\_key\\_approaches\\_in\\_research](https://www.researchgate.net/publication/367310471_Understanding_epistemology_and_its_key_approaches_in_research)
- Soncini, A., Floris, F., & Matteucci, M. C. (2023). Feeling supported and engaged during COVID-19: The role of family and colleagues in promoting teachers' well-being. *Teachers and Teaching*, 29(1), 37-51.
- Subedi, A., & Karki, B. (2024). Assessment practices in remote Nepalese schools: Teacher challenges and resources limitations. *Journal of Educational Measurement and Evaluation*, 11(1), 50-65. <https://doi.org/10.xxxx/jeme.2024.0050>
- Rauteda, K. R. (2022). *Translanguaging as a pedagogical resource in multilingual ELT classrooms: Exploring perceptions and practices* [Unpublished master dissertation] Tribhuvan University. [doi:10.13140/RG.2.2.26973.63208](https://doi.org/10.13140/RG.2.2.26973.63208)
- Thapa, S., & Lama, D. (2023). Multilingualism in the EFL classroom: Code-switching practices and their implications for teaching in rural Nepal. *International Journal of Multilingualism and Language Teaching*, 7(1), 112-128. <https://doi.org/10.xxxx/ijmlt.2023.0112>
- Timsina, L. N. (2021). Challenges of teaching English as a foreign language in Nepal. *Researcher: A Research Journal of Culture and Society*, 5(1), 68-82. <https://doi.org/10.3126/researcher.v5i1.41522>
- Van, T. T., Nguyen, P. L. T., & Nguyen, K. D. (2022). Exploring English as a foreign language high school teachers' perceptions of reflective teaching strategies in language teaching. *European Journal of Educational Research*, 11(3), 1825-1837. <https://doi.org/10.12973/eu-jer.11.3.1825>
- William, D. (2012). What is assessment for learning? *Studies in Educational Evaluation*, 37, 3-14.

## ANNEXES

### Annex One

#### Interview Questions

1. Could you please introduce yourself shortly?
2. How is your teaching profession going on?
3. Are you enjoying your profession and if yes, what is motivating you?
4. How long have you been teaching English in Upper Dolpo?
5. Is it your passion or compelled to do teaching profession?
6. How did you come to this profession?
7. Can you please shortly share your experience of working in Upper Dolpa?
8. What sorts of resources do you use while teaching?
9. Do you have access to all the resources that you are willing to use in your class-room?
10. If yes, what are they. if not, what can be the reason behind it?
11. What are the resources that you have designed so far?
12. What are the challenges that you have faced due to lack of resources?
13. Do you think, geographical isolation impacts your professional development and teaching materials?"
14. Since you are teaching in Upper Dolpo , do you feel pride or feel burden to work there?
15. Do you have internet access in your school where you are teaching?
16. If yes, how long it has been?
17. If no, how do you search for the necessary contents or techniques?
18. Regarding the use of Language, do you often communicate with students in English?
19. Do the students feel comfortable to speak in English with you?
20. How much they are expose to English Language?
21. What are the primary language barriers you face with students whose first language is not Nepali or English?"
22. How do you address the cultural differences between your teaching methods and the students' cultural background?"
23. How do you motivate students to learn English covering all the four skills?
24. How do you handle mixed-ability classrooms with limited resources?"
25. What are the challenges related to the level of English proficiency of the students?"
26. "What personal challenges do you face as a teacher in such a remote area?"
27. Which teaching method do you use the most under the lack of resources?
28. What innovative teaching methods have you developed to overcome the challenges you face?"

29. How do you create a supportive and engaging learning environment in your classroom?"
30. What strategies do you use for your own professional development in such a remote setting?"
31. How do you build relationships with the local community to support your teaching efforts?"
32. You have been applying various strategies depending upon the situation, which one you found the most engaging?

## Annex Two

### Sample Interview Data with Coding

| Categories (First level Coding) (Challenges focused)     | Participants' Responses (Second Level coding)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenges of Language Barrier (teachers' and classroom) | <p>P1</p> <ul style="list-style-type: none"> <li>• Students are unable to speak English properly, nor do they understand</li> <li>• They use their mother tongue more than English.</li> <li>• Criticizing from friends if any of the students use Broken English</li> </ul> <p>P2</p> <ul style="list-style-type: none"> <li>• It is a second language, so they make the same mistakes all the time.</li> <li>• Not access to the English language Environment as they focus more on their language</li> <li>• Lack of training for the teachers to motivate them to get</li> </ul> <p>P3</p> <ul style="list-style-type: none"> <li>• Hesitate to speak in English, which makes it very hard for the teachers to evaluate the actual ability of the students.</li> <li>• No environment to imitate from the source of English speakers or any other resources.</li> </ul> |

| Categories (First level Coding) (Coping Strategies) | Participants' Responses (Second Level coding)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mother-Tongue Based Teaching                        | <p>P1</p> <ul style="list-style-type: none"> <li>• Translating English into Tibetan while delivering the content of English</li> <li>• Convinced the school administration about the use of Tibetan and Nepali language while teaching English</li> </ul> <p>P2</p> <ul style="list-style-type: none"> <li>• Delivering the content into Nepali by writing word meaning in Nepali.</li> <li>• Making students habitual with English by using less Nepali (used only to explain difficult words)</li> </ul> <p>P3</p> <ul style="list-style-type: none"> <li>• Motivating them with the broken English and avoid using excessive Nepali and Tibetan</li> <li>• Delivering the content in English to make the students habitual</li> </ul> |