

ENGLISH LANGUAGE TEACHERS' EXPERIENCE OF TEACHING IN
COMMUNITY SCHOOL: A NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of *Kamal Shrestha* for the degree of *Master of Philosophy in English Language Education* presented to on *26 January 2026* entitled: *English Language Teachers' Experience of Teaching in Community School: A Narrative Inquiry*

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This study explored English teachers' experiences of teaching English in the community school. English is taught along with other subjects as a discipline. Creating an English environment is still a challenge in sub-urban areas like in Manadandepur. The challenges include cultural barriers, policy and procedure, unsupportive role of local government and lack of resources. Despite these challenges, the community school teachers still teach English in these situations. Additional assistance to create an environment was not possible as the city is located in a sub-urban area, making the world environment not preferable to English learning and teaching. This resulted in low English proficiency among students. Additionally, this hindered understanding of the course material and student's incompetent competition in job employment and in other works Against this backdrop, the objective of this research is to explore community schools' English language teachers' experiences.

This study addressed the following research questions: How do English language teachers in Mandandepur experience teaching in community school? This study employed narrative inquiry with Riessman's thematic narrative inquiry approach. Riessman suggested four types of narrative inquiry. This research followed the thematic inquiry which emphasized on analysis and content and meaning with

teachers' story rather than structure. The participating teachers expressed their experience in two categories: their motivation and challenges. Teachers showed strong enthusiasm, passion and sense of purpose and professional identity. However, the teachers face cultural barriers to implement an English environment, need for professional development and realization of insufficient support of local authorities. The participating teachers also stated a lack of essential resources to teach English in the classroom. The most prominent finding indicated that the multicultural society, especially the Tamang majority, has issues in English learning.

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26 January 2026

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शोधसार

अंग्रेजी भाषा शिक्षा विषयमा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि कमल श्रेष्ठको शोधप्रबन्धको शिर्षक “सामुदायिक विद्यालयमा अंग्रेजी भाषा शिक्षकहरूको अध्यापन अनुभव: एक संकथन ” १२ माघ २०८२ मा प्रस्तुत गरिएको थियो ।

.....
प्रा. हेमराज काप्ले, पीएचडी

शोध निर्देशक

यस अध्ययनले सामुदायिक विद्यालयमा अंग्रेजी पढाउने शिक्षकहरूको अनुभव अन्वेषण गरेको छ । अंग्रेजीलाई अन्य विषयहरूसँगै एक शैक्षिक विषयका रूपमा पढाइन्छ । मण्डनदेउपुर जस्ता उप-सहरी क्षेत्रमा अंग्रेजी वातावरण सिर्जना गर्नु अझै पनि चुनौतीपूर्ण छ । यी चुनौतीहरूमा सांस्कृतिक अवरोध, नीति तथा प्रक्रियासम्बन्धी समस्या, स्थानीय सरकारको असहयोगी भूमिका तथा स्रोत-साधनको अभाव समावेश छन् । यी चुनौतीहरू हुँदाहुँदै पनि सामुदायिक विद्यालयका शिक्षकहरूले यस्ता परिस्थितिमा अंग्रेजी शिक्षण कार्य निरन्तर गरिरहेका छन् । शहर उप-सहरी क्षेत्रमा अवस्थित भएकाले अंग्रेजी सिकाइ तथा शिक्षणका लागि आवश्यक वातावरण निर्माण गर्न थप सहयोग सम्भव हुन सकेको छैन । यस कारण विद्यार्थीहरूको अंग्रेजी भाषामा दक्षता कम देखिएको छ । साथै, यसले पाठ्यवस्तु बुझ्न कठिनाई सिर्जना गर्नुका साथै रोजगारी तथा अन्य प्रतिस्पर्धात्मक क्षेत्रमा विद्यार्थीहरूको प्रतिस्पर्धात्मक क्षमतामा पनि कमी ल्याएको छ । यस पृष्ठभूमिमा, यस अनुसन्धानको उद्देश्य सामुदायिक विद्यालयका अंग्रेजी भाषा शिक्षकहरूको अनुभव अन्वेषण गर्नु हो । अध्ययनले मण्डनदेउपुरका सामुदायिक विद्यालयहरूमा अंग्रेजी भाषा शिक्षकहरूले अंग्रेजी शिक्षणको अनुभव कसरी गरेका छन् ? भन्ने प्रश्नलाई सम्बोधन गरेको छ

यस अध्ययनमा संकथन विधि (Narrative Inquiry) प्रयोग गरिएको छ र Riessman को थीमेटिक न्यारेटिभ इन्क्वायरी दृष्टिकोण अपनाइएको छ । Riessman ले न्यारेटिभ इन्क्वायरीका चार प्रकारहरू प्रस्ताव गरेका छन् । यस अनुसन्धानले थीमेटिक इन्क्वायरी अनुसरण गरेको छ, जसले कथाको संरचनाभन्दा पनि शिक्षकहरूको अनुभवकथामा रहेका विषयवस्तु, आशय र अर्थको विश्लेषणमा जोड दिन्छ ।

अध्ययनमा सहभागी शिक्षकहरूले आफ्ना अनुभवहरूलाई मुख्यतः दुई पक्षमा व्यक्त गरेका छन्: प्रेरणा र चुनौतीहरू । शिक्षकहरूले शिक्षणप्रति बलियो उत्साह, लगाव, उद्देश्यबोध तथा व्यावसायिक पहिचान देखाएका छन् । तर, अंग्रेजी वातावरण कार्यान्वयन गर्न सांस्कृतिक अवरोध, व्यावसायिक विकासको आवश्यकता तथा स्थानीय निकायबाट अपर्याप्त सहयोगजस्ता चुनौतीहरू पनि उनीहरूले अनुभव गरेका छन् ।

सहभागी शिक्षकहरूले कक्षाकोठामा अंग्रेजी शिक्षणका लागि आवश्यक आधारभूत स्रोत-साधनहरूको अभाव रहेको पनि बताएका छन् । अध्ययनको प्रमुख निष्कर्षले देखाउँछ कि बहुसांस्कृतिक समाज, विशेष गरी तामाङ समुदायको बहुलता भएको क्षेत्रमा, अंग्रेजी सिकाइमा केही समस्या र चुनौतीहरू देखिएका छन् ।

.....

कमल श्रेष्ठ

उपाधि उमेदवार

१२ माघ २०८२

This dissertation entitled *English Language Teachers' Experience of Teaching in Community School: A Narrative Inquiry* was presented by *Kamal Shrestha* on 26 January 2026.

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

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2026

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DECLARATION

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

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ABBREVIATIONS

CDC	Curriculum Development Center
ELL	English Language Learners
ELT	English Language Teaching
EMI	English as a Medium of Instruction
GT	Grammar Translation
HISSAN	Higher Institutions and Secondary School's Association Nepal
HSEB	Higher Secondary Examination Board
NELTA	Nepal English Language Teachers Association
NMI	Nepali as a Medium of Instruction
SLL	Second Language Learning
SMC	School Management Committee
SSDP	School Sector Development Plan
TPD	Teachers' Professional Development
TSC	Teacher Service Commission

CHAPTER I

RESEARCH BACKGROUND

The English language has become a de facto tradition in education all over the world and it has served many purposes for professionals, academicians, technologists, and industrialists. Therefore, English is taught as a compulsory subject at the school level and it is considered a key discipline alongside other core subjects. In Nepal, it has been argued that English education started during Junga Bahadur Rana's regime in the 19th century when Durbar High School was started (Khadka, 2022). Since then, the importance of English education has been realized by some individuals. People started learning English even at an individual effort. Formally in community school, English was made a compulsory subject for the primary level under the National Education System Plan (NESP) in 1971. After the restoration of democracy in Nepal, private schools were promoted with heavy use of English education. Learning from the surrounding community, the school had to implement English education to some level to compete with the private school.

In community schools, English language teaching plays a significant role in shaping students' academic and professional futures (Karki, 2018). However, the realities of teaching English in community schools, particularly in sub-urban areas, poses multiple contextual challenges that influence teachers' professional experiences. Community schools in rural parts of Nepal still faced a shortage of qualified English teachers. In various situations, teachers not having the background in English language education are assigned to teach English. This practice helped degrade the quality of the instructional process and delivery in the classroom. Training, competence related to pedagogy and continuous training for the professional development of the teachers.

Apart from the limitation in qualified human resources, there are limitations of related technological tools that can be integrated in classroom practice. Schools are also not equipped with sufficient teaching and learning materials, which is hindering the significance of effective teaching-learning processes. The prepared materials are also not able to address the needs of the learners who are inside our classroom now.

The local level is weak in implementing the policies that need to be implemented which are assigned by the government. Emphasis of policy can be seen

but there is a huge gap between the expectation of policies and real implementation as there is no proper monitoring, limited funding and the coordination between local authorities and government bodies. So, we cannot find real reforms in the classrooms,

In sub-urban municipalities such as Manadandeupur, creating an effective English-speaking environment remains a persistent challenge. Although English is formally included in the curriculum, the broader sociocultural environment does not adequately support its use beyond the classroom. Cultural barriers, limited exposure to English outside school, policy-related ambiguities, procedural constraints, unsupportive roles of local government, and insufficient instructional resources significantly affect classroom practices (Shahi, 2025). These structural and contextual factors shape how English teachers plan lessons, interact with students, and negotiate their professional responsibilities.

Despite these constraints, community school English teachers continue to teach English with commitment and resilience. However, the lack of a supportive linguistic environment often results in low English proficiency among students. Limited exposure to English reduces students' comprehension of course materials and restricts their ability to compete effectively in higher education, job markets, and other professional domains. The gap between curricular expectations and contextual realities therefore places additional pressure on teachers, who must navigate these tensions in their everyday practice. Against this backdrop, I am endeavoring to explore the teacher's experience of using English in such a remote area and bring their stories, using narrative inquiry.

Arriving in the Research Agenda

I did my schooling from a community school at Mandandeupur, a remote village in Kavrepalanchok. My memory is still fresh. I lived through countless circumstances associated with my school and birthplace throughout my educational journey. I first went to community school. My father took me to a community school nearby my home for routine practice. But then my parents' realization of English education was intense due their friendship with some local leaders and teachers. Then I was moved to a private school within a five minutes walking distance. In this way I grew up with English education from class Nursery to class Eight. When I grew up learning English at private school, teachers taught me English and used the Nepali language as the medium of instruction. Except for the exam question, all other learning activities were conducted in Nepali. It was not mandatory to use the English

Language, and the same was true of the culture of teaching and learning activities. Neither head teacher makes it mandatory for the teachers. Over time, Mandandepur was made a municipality following the reformation of the local level. It is situated 20 kilometers from Dhulikhel, the district headquarters of Kavre, and around 40 kilometers from the capital city, Kathmandu. The social composition of this municipality is mixed, with people from all walks of life living there, including Brahmins, Chhetris, Tamangs, Newars, and marginal communities. I can vividly remember my school days and my English class as vibrant learning places. The English subject used to be tough for most students and not consistently used in teaching and learning. Another rationale behind English being tough is that it was only learnt in the English class. After class, all learning activities were carried out in Nepali. Few students were able to read the text in the English book, and most of us were quiet and still in English class when the teacher asked us to read aloud. Speaking and writing were particularly challenging for my fellow classmates and me. The medium of instruction in the English class was mostly Nepali.

After SLC, when I joined the campus for my higher studies, the scene became a little different. The English teacher used the full-fledged English language to deliver the content and instructions. At the beginning, for about 3 months, I could not understand the subject being taught. Gradually, after hard work, classes became easier for me, but I still struggled with speaking and writing. None of our classmates spoke English during class time, nor was any speaking practice held. I hardly completed my plus two with a major in English. The same story continued even at my bachelor's level.

After completing my Bachelor's degree, I joined a private school for teaching. The medium of instruction was English, but I was not fully confident in speaking. I still struggled at the beginning. There was no social media like today. I found the best way to improve my speaking is in the classroom. I started spending most of my time with my fellow teachers and students communicating in English. They felt somewhat awkward at first, but later they got used to speaking English. That practice enhanced my speaking skills, and after three months.

I started teaching in a private school where the medium of instruction was English. I got classes up to grade 8. I had to prepare the lesson to teach my students. This helped me a lot to improve my English. Then I completed my Master's degree, majoring in English. I also facilitated English courses in grades 11 and 12. Later, I

started teaching English at a bachelor's level. Later, I switched my job to a community school as an English teacher due to the availability of permanent positions.

After I switched my work to a community school, I found that it was compulsory to use English as a medium of instruction which was already in use by the teachers teaching before me. I also followed the teachers and started teaching using direct methods, however the demand of the students compelled me to use certain terms and time using Nepali language. Even the students complained to the administration, later on came to know when the head teacher requested me to teach using Nepali language. This refusal to the students continued for some months, but later when I started evaluating their language skills, I found that my students were poor at reading, writing, and speaking. I tried to let them read as many texts as they could, recommending books, magazines which are available in the school's library and even the audio and videos found online. These initiatives provided them with exposure, and gradually their reading skills improved. Similar attempts were made for speaking and writing, too, but these two skills could not improve as expected. Though much focus was given. These professional and personal experiences triggered me to question the English teacher in my neighboring school who manages their EMI Classroom. I thought it would be interesting and worthwhile to collect stories of teachers in the same context. In this way, I decided to explore teachers' experiences with EMI in their classrooms.

Problem Statement

Teaching English in the rural setting of non-English speaking countries provides a different experience than in the city or in the native countries. In addition to this, teaching in an under resourced country like Nepal poses many challenges. The Nepal government put continuous effort into mitigating the challenges of teaching English in the community schools. Despite these facts, there still exist some issues that teachers frequently face and discuss among each other (Karki, 2018; Shahi, 2025). I can put myself in place of teachers and realize their practice in the classroom as I teach English in the community school and feel the same way. I got the opportunity to teach English in various private schools and now in community school, in Mandandeupur, Kavre. In informal conversations with English teachers in the local gathering, we discussed comparing students in Mandandeupur with other cities in Nepal, such as Kathmandu. Usually, such discussions ended up with the realization of

our incompetence's of English in our students. This made me think further to work on this area. I took this opportunity to understand the teacher's perspective in detail and tell the same things to others in story-telling form. This research explored using narrative inquiry on how English teachers in Mandandeupur experience teaching English in community school.

Rationale of the Study

From my own experience as an English teacher, I realized that in multicultural communities where local languages dominate daily communication, creating an English-speaking environment becomes difficult. Cultural practices, limited exposure to English outside school, and the linguistic background of students often hinder effective language acquisition. Furthermore, ambiguities in policy implementation, insufficient support from local authorities, lack of professional development opportunities, and inadequate teaching resources create additional challenges for teachers.

These constraints lead towards low English proficiency in students, limiting their comprehension in course content and reducing their competitive ability in higher education and employment sectors. Despite these obstacles, community school teachers continue to demonstrate strong motivation, professional commitment, and a sense of responsibility toward their students.

However, limited research has explored English language teachers' lived experiences in sub-urban community schools through a narrative perspective except (Bhandari & Bhandari, 2024; Kafle & Neupane, 2025; Pandey, 2024), a particularly using Catherine Kohler Riessman's (2008) thematic narrative inquiry approach. Therefore, this study is necessary to understand teachers' motivations, challenges, and contextual realities, and to provide context-sensitive insights for improving English language teaching practices in similar settings.

English as the medium of instruction is widely adopted in Nepal, particularly in community schools. This is due to the recognition of the necessity of English in the global context (Kirkpatrick, 2011). The government of Nepal has taken remarkable initiatives to promote EMI in the community schools. Like: The Education Act 1971, National Curriculum Framework 2024 and School Sector Development Plan (SSDP) 2016 have provided the liberty to use English as the medium of instruction for all subjects except Nepali. The policy has emphasized the use of EMI in the classroom, but its implementation seems challenging, especially in community schools. Gautam

and Poudel (2025) stated that there is a huge gap between policy and practice in the Dang districts. Next, Mahara (2023) asserted that teachers in the Kailali district have positive attitudes towards EMI, but they face difficulties in its implementation. Similarly, Karki and Karki (2024) conducted a study in the Lalitpur district on EMI and found that a lack of language proficiency and resources compelled some schools to withdraw from it.

In this context, this study explores teachers' EMI practices in the unexplored site of Mandandepur Municipality, Kavre. While these phenomena prevailed in Mandandepur, a clearer, nuanced picture was needed so that all supporting stakeholders could understand and address the situation.

Purpose of the Research

The purpose of this study is to explore the lived experiences of English teachers teaching in Mandandepur municipality, Kavre district. This research explores the deeper experience.

Research Questions

This study addressed the following questions:

How do English language teachers in community schools in Mandandepur experience teaching English in a diversified social composition area?

Delimitations

The focus of my study was on the feelings and stories encountered by English language instructors in English classrooms. Data collection was conducted with four school teachers within a limited time and only from teachers in Mandandepur Municipality, Kavre district. The findings of this study were based on a narrative inquiry that is often specific to the individuals and contexts from which the stories were collected and may pose challenges for generalizing the study's outcomes to other areas. Thematic delimitations exist as the study primarily delved into the difficulties encountered by English instructors, and methodological delimitations from the use of narrative inquiry as the predominant research approach.

Chapter Summary

This chapter outlined the background for the study which included my stories as an English learner to English mentor in a community school. It further stated my realization why this issue needed further study. Moreover, the chapter includes problem statements, rationale of the study, and objective of the study and research questions. The chapter summarized stating the delimitation of the study.

CHAPTER II

LITERATURE REVIEW

In this section I reviewed the literature on the experience, opportunities and challenges that teachers face during English language teaching in community schools in rural parts of Nepal. To conduct the thorough review, Google Scholar was accessed using the key: “English Teaching” AND “Narrative Inquiry” AND “Nepal”. The search was made within the documents from 2020 to 2025, which showed fifty-four articles. Among them, 30 relevant articles were summarized and synthesized because they pertained to the study I am conducting. The review included four major categories: empirical, methodological, policy, and theoretical.

Empirical Review:

The history of teaching English seems to have started in the 19th century. The Rana regime in Nepal is claimed to have laid the foundation for the formal entry of English language teaching into the mainstream of education (Khadka, 2022). English language teaching has always become the matters of difficulty as second language learning and the teachers of EFL face many obstacles as a study conducted in a foreign context by Wicaksono and Ratih (2020) to find out the experience of English Foreign Language (EFL) teachers in the Muhammadiyah school environment and their obstacles in teaching English from a phenomenological perspective. The results of this study indicate that the experience of the teaching of English by the teachers in Muhammadiyah school environment is a key factor in the success of learning and is demanded to be innovative and creative in understanding the character of students at every level. The obstacles in teaching English in the Muhammadiyah schools are the lack of supporting facilities such as language laboratories and dictionary translator tools, and students are proud of regional languages rather than English. English language teaching has been adopted as a better career opportunity by schools of Nepal; Teachers experience difficulties in adoption of English language in classroom activities as the students are from different language background and has low vocabulary. Most of the community schools had been considered “inferior and poorer” in their quality and performance. (Joshi & Paneru, 2025)

There were several obstacles to teaching English to students whose first language is Nepali, particularly in government-aided schools, including diverse student abilities, insufficient infrastructure, inadequate teacher preparation, limited access to technology and resources, and low salaries for teacher educators. Additionally, political interference, ineffective policy implementation, and a lack of support systems further undermined the success of ELT (Timsina, 2021). Different studies made by the scholars during their academic achievement regarding the problems of English language teaching could be presented in the following study. (Saud, 2020) conducted research entitled challenges faced by teachers at basic level school and came up with some findings that students from poor family background and large class sizes are the main challenges to teach English. Regarding the problems of teaching English, Bhandari and Bhandari (2024) conducted research titled "English language teaching problems in Nepal: teachers' perspective" and found that English language classrooms are linguistically, culturally, and socio-economically diverse. Mixed-ability students, their different mother tongues, and inadequate infrastructure make it difficult for teachers to teach. Rahimi and Samadi (2022) conducted a study to explore English teachers' opinions on the challenges they face in teaching English as a foreign language. They revealed that teachers experienced difficulties due to a lack of authentic resources and the presence of mixed-ability pupils in the same class. Another significant problem is the learning environment and the traditional type of teaching-learning process that has been adopted by most of the teachers.

As an English teacher who had started teaching at an institutional school using a direct method, I found that most of the teaching activities are conducted using mother tongue. I prefer the English language over Nepali but I did find that students were not supposed to be taught using the English language, as Nepali as Medium of Instruction (NMI) was the teaching strategy that was adopted in teaching. Thus, I came to know that these were the obstacles teachers like me faced teaching English at rural community schools across different landscapes. The studies below were also reviewed during the research process. Several studies conducted recently to explore teachers' experience and find out the challenges that teachers faced dynamic that posed by the modern classroom. A study made by Bhandari and Bhandari (2024) explored teachers' perspectives that teachers find the classrooms with mixed ability students, poor infrastructure, teaching load and limited availability of prepared resources are the key factors that are hindering the effective classroom activities to

uplift the efficiency of the students. Likewise, another study by Neupane (2024) revealed that English language teachers experience that teachers are now shifting from teachers dominated pedagogical activities to students centered methods whose focus is on increasement of students' efficiency. Aligning with a similar context Neupane (2024) found that teachers in rural public schools did not find enough and adequate teaching and learning resources so they lack the readiness in teaching English. Due to lack of materials, technologies and training teachers are forced to rely on teacher-centered instructions. Adding information from another research conducted by Neupane (2025) comes up with the experience of teachers that in multilingual classrooms many teachers use trans-language so that students find easy active participation, cognitive engagement and inclusiveness in the classroom. Collectively, these studies indicate that while English teachers in Nepal are increasingly adopting innovative and communicative pedagogies, they still confront structural constraints, resource shortages, and professional development needs that shape their everyday teaching experiences.

Bhatta (2023) conducted research to explore the perceptions towards English Language Teaching Pedagogy in Secondary Schools of Nepal, and the research came up with the findings that English language teachers were generally changing their ways of teaching from traditional methods like grammar translation to modern teaching methods like communicative and student-centered methods, which are modern, innovative learner-centered approaches. The teachers were found using teaching techniques such as pair work, role-play, and other innovative pedagogical approaches. Reasons like first language interference and large class size are the challenges that create problems in implementing.

A study by Ghimire (2021) explored how teachers' sense of individuality is shaped and reshaped over time in Community schools. The research found that the shift to English as a Medium of Instruction (EMI) created two identities for teachers: prestige in society and an opportunity to generate income.

Pandey (2024) conducted a study to explore English teachers' experiences and perceptions of creative writing as a means of teaching English. The researchers find that creative writing is crucial in teaching English, as it motivates students, helps develop grammar and vocabulary, offers opportunities for collaboration, and enhances critical thinking and problem-solving skills. The study advocated integrating creative writing into educational policy to increase language competence.

Timsina (2021) conducted research on the lived experience of a recently retired English teacher from Tribhuvan University, and the research came up with the findings that university teachers develop and modify their identity through sustained professional development, academic activities (like curriculum development and examination), managing conflicting emotions, and continuous efforts to improve teaching quality. The retired teacher emphasized that while the profession offers social respect and a relaxed academic life, maintaining quality education requires continuous updating, hard work, and resolving challenges such as handling new courses, managing weak students, and dealing with inconsistent administrative policies.

Belbase (2025) conducted a study to explore secondary-level English language teachers' experiences and practices for enhancing students' writing skills in the ELT classroom. The research stated that diverse student-centered methodologies should be adopted by teachers for effective writing instruction. Teachers used multiple methods, including ICT integration, group activities, peer review, guided writing, and immediate feedback, to address challenges and enhance academic writing proficiency. The study also used Vygotsky's sociocultural theory to analyze the students' writing ability.

Bhatta (2023) conducted research to document the struggles of women English language teachers in Far Western Nepal due to contextual factors and found that English language proficiency helped empower these teachers. The research found that women teachers faced struggles in their families, society, schools, and workplaces.

Neupane (2025) conducted research to explore English language teachers' perceptions of the use of English as a Medium of Instruction (EMI) in public schools. The research found that the EMI approach is challenging because students experience difficulties understanding. The study found that code switching is an appropriate pedagogical strategy in most Nepalese public schools because it helps teachers clarify content more easily and, most importantly, preserve local language, culture, and identity.

Singh (2024) explored the problems English teachers faced in teaching learning activities and how they dealt with them in the classroom with very limited resources. The conclusion of the study was that the challenges the teacher faces in rural areas include a lack of appropriate resources (audio/visual), weak student competency, and crowded classrooms. To help students understand, teachers were

forced to use NMI and their smartphones and other digital devices as teaching tools to engage students and make their teaching-learning activities fun and effective.

Another study by Kandel (2023) examined how students engaged in reading activities in English classrooms. For active listening and engagement of the student's motivation plays a crucial role. Successful readers use various strategies, such as understanding, conscious effort, guessing meaning from context, and collaborating with peers. Activities such as reading poems, writing exercises, and grammar lessons were also found to help students improve their engagement with reading.

Gim (2020) explored how switching from Nepali Medium Instruction (NMI) to English Medium Instruction (EMI) affected Nepali teachers' professional identity. The study found that teachers who were once comfortable teaching in Nepali had to adjust when schools began teaching in English because people believed English signified better education. As a result, teachers developed new professional identities — some became confident and successful, others resisted the change, and some struggled to adapt. Successful EMI teachers showed confidence, pride, and a strong desire to keep improving professionally.

A qualitative descriptive method employed by Khadka (2025) found that, pedagogically, reliance on English as a medium of instruction had created linguistic barriers for many students, particularly in multilingual and rural settings, further worsening educational inequalities. Despite these challenges, English has always been a powerful tool for international communication, higher education, and professional advancement in South Asia.

Similarly, another systematic review (Nyoni et al., 2023) on the implementation of EMI policies in schools highlighted significant difficulties related to this shift. Teacher readiness in language skills was a main concern, and preparedness to instruct in English was reported by the majority of teachers in the study. It became clear that one of the most important success factors was access to English-language teaching resources, including technology tools, learning materials, and textbooks for students.

Another systematic review conducted across different countries by Lai and Idris (2025) found that EMI has emerged at the higher education level to promote internationalization, enhance English proficiency, and boost students' competitiveness in global markets. Despite proven benefits such as improved language skills and international mobility, implementing EMI poses significant challenges, including

linguistic barriers, cultural tensions, and risks to local languages and identities. This review highlights the diverse impacts of EMI across different educational and cultural contexts, underscoring the need for tailored policy frameworks and robust teacher support. Future research must explore innovative pedagogical strategies and equitable solutions to maximize EMI are potential while mitigating its challenges.

A phenomenological study conducted by Regmi and Khatri (2022) regarding EMI policy in multilingual classrooms also revealed that EMI has been used as a medium for gaining proficiency in English in contexts where students are non-English speakers. Besides this, the EMI policy in such contexts has been viewed as a means to achieve social and intellectual mobility. More specifically, many public schools seem to implement EMI to match the quality of schools that have adopted EMI policies, with a view to offering quality education and competing with private English-medium schools.

Another systematic review by Macaro et al. (2017) also claims that EMI is one of the most significant trends in higher education in the twenty-first century and that there has been a focus on quantity rather than quality. This study highlights a wide range of cultural and environmental limitations for the successful implementation of EMI policy. Globalization, the global demand for English, and the global movement towards EMI in higher education are trends that are likely to continue.

Ghimire (2025) found that the adoption of an EMI policy in community schools is influenced by the ideology of English as a global language. The study also highlights that EMI is implemented as a strategy to retain student enrollment in community schools and to limit student migration to private schools. Furthermore, it uncovered that teachers had developed multilingual beliefs and advocated for multilingual pedagogy as a more suitable approach for multicultural classroom contexts. The study claimed to foster multilingual awareness among teachers to support the development of a multilingual medium-of-instruction policy rather than relying solely on EMI in community schools.

Methodological Review

Many studies used narrative inquiry methods to explore the problems teachers face in conducting teaching and learning activities. The following were recent studies made using this approach:

Jumainah (2023) conducted research titled *A Narrative Inquiry of English as a Foreign Language (EFL) Teacher's Experiences in Working with Special Needs*

Students, using narrative inquiry methodology to know the experiences of teachers and come up with the conclusion that the readiness of the English pre-service teachers to teach students with special needs shall be taken into consideration. The teachers working with special needs students were required to invest their time not only in lesson planning but also in understanding each student's talents and characteristics, and attention from authorities, schools, teachers, and other related parties is needed in the long run to ensure that equal education for all children in Indonesia can be met and implemented without any discrimination.

Wei and Chen (2022) conducted a study titled "A Narrative Inquiry into an ESL Teacher's Professional Development: Problems and Recommendations." Using narrative inquiry, this study investigated an ESL teacher's experience of professional development, her perspectives on its effectiveness, the challenges encountered, and the changes in teacher knowledge and teaching practices. The focus was on how the teacher participant perceived the problems in professional development and how professional development can best address teachers' needs in educating ELLs.

The study, entitled "English Teachers' Experiences of Teaching Creative Writing: A Narrative Inquiry," by Pandey (2024), explored how English teachers evaluate the integration of creative writing into their teaching. Using narrative interviews with four teachers, Pandey found that creative writing was a good way to enhance writing skills, but they are challenged by large class sizes, limited time, and a lack of institutional support for non-traditional writing tasks. This study also recommended that teachers have a strong will to implement it, but the infrastructure and policies in Nepal and in schools impose restrictions on its implementation.

Another study titled "Women English Language Teachers' Professional Identity in Nepal: A Narrative Inquiry" by Mai Nail (2025) explored how socio-cultural norms and institutional conditions affect women English language teachers' identity construction in Nepal. Through narrative inquiry with four women teachers, the research identified that although these teachers invested in active language teaching, skill development, and new techniques, they were still constrained by patriarchal structures, limited agency within their schools, and societal expectations about women's roles.

Other methods are also employed to explore the experience of English teachers explore the experiences of ICT by English teachers of Community school at Panauti (Niroula, 2023). He concluded that although the ICT tools has been used in

classroom but it has not influenced for the effective learning outcome. The study aimed to understand how teachers actually experience ICT integration in their pedagogy. This study has employed phenomenology. Teaching English has not been far from ICT used similar case study has been conducted in the context of Kavre district by Humagai (2025) to explore the experience of teacher regarding the ICT integration inside the classroom activities, he concludes that though teachers are motivated in using ICT in teaching and learning there are some challenges like self-efficacy and lack of adequate and appropriate training to teachers and curriculum also is one of the factor to hinder effective integration of ICT.

Another study conducted by Karki (2025) to explore the experience regarding conduction of assessment in integrated curriculum using phenomenology, which concluded assessment was slightly reflected in the classroom. A similar study conducted by Sigdel (2023) showed that teacher took it as opportunity and practice was not fully implemented in the classroom. Despite all these studies carried out in different flavor, I employed narrative inquiry in this research.

Policy Review

English language teaching has been the subject of teaching as a core subject in school education of Nepal. English language teaching is regarded as an important tool for developing communication skills globally and also for academic success and employment opportunities. National Education System Plan (NESP) 1971, a policy document which introduced English subjects from grade one where focus was given to grammar and vocabulary (Ministry of Education [MoE], 1971). The policy framework guiding ELT in Nepal includes the National Education System Plan (NESP, 1971/72), which introduced English as a subject from grade one with an exam-oriented focus on grammar and vocabulary (MoE, 1971). The National Curriculum Framework (NCF) 2019, restates that educational frameworks encourage learner-centered teaching methods and employ high priority on communicative ability (Curriculum Development Center [CDC], 2019); the School Sector Development Plan, highlights quality education, teacher professional development, and interactive learning (MoE, 2016); and the NCF 2019, advocates competency-based learning, inclusive materials, and digital literacy integration. While these policies clearly articulate goals such as early English instruction, communicative teaching approaches, continuous assessment, teacher training, and inclusive practices, their implementation in community schools has been uneven. Positive developments

include a shift toward competency-based approaches, updated textbooks, some use of digital tools, and occasional teacher trainings.

However, significant challenges remain, including inadequate teacher proficiency and irregular training, limited teaching and learning resources, large class sizes, insufficient instructional time, and continued reliance on traditional, exam-focused assessments. This policy–practice gap is compounded by weak monitoring and accountability mechanisms, which hinder full realization of policy goals. Stakeholders such as teachers, school leaders, students, and parents recognize the importance of English but report difficulties due to lack of contextualized support, resources, and practical training. To address these issues, recommendations include the development of clear implementation guidelines, continuous school-based professional development, production of locally relevant teaching materials, reform of assessment practices to include performance-based tasks, and investment in classroom resources and infrastructure. Strengthening these areas would better align policy intentions with classroom practices, helping community schools provide effective, communicative, and inclusive English language education.

The SSDP 2016 included an annex, or section, titled the Languages of Education Strategic Framework. The purpose was to “provide a framework for the effective teaching of languages in school as subjects and for their appropriate use as the medium of instruction. SSDP prioritized mother-tongue and multilingual education, especially in the early grades. It positioned Nepali as the primary medium of instruction in most schools, especially in areas where learners are Nepali-speaking. The policy sought to manage the shift in medium of instruction in a phased, capacity-sensitive way: gradually build from mother tongue → Nepali → English (or bilingual combinations) rather than immediately switching to English across all subjects at early grades (MoE, 2017).

Theoretical Perspectives of Social Cultural Theory (SCI) on This Research

Vygotsky’s (1978) theory of cognitive development emphasizes the role of social interaction and culture in learning. He believed that children learn through guided participation with more knowledgeable others, like teachers or peers. Socio-cultural theory, proposed by Lev Vygotsky, asserts that a person’s learning and cognitive development is fundamentally shaped by social interactions and their surrounding culture. The major theme of Vygotsky’s theoretical framework is that social interaction plays a central role in the development of cognition. Vygotsky

believed that parents, relatives, peers, and society all have an essential role in developing students' higher levels of functioning. There are mainly three fundamental principles concerning Vygotsky's ideas of sociocultural learning: (1) learning originates in social, historical, and cultural interactions, (2) the more knowledgeable others mediate the development of higher mental functions, and (3) learning occurs within the Zone of Proximal Development (ZPD) as stated by scholars (Polly et al., 2017; Wertsch, 1991).

Vygotsky's sociocultural theory also suggested that children internalize and learn from the beliefs and attitudes that they witness around them. He believed that culture played an important role in shaping cognitive development and therefore that this development varied across cultures. Vygotsky also stressed the importance of language as the root of all learning.

Research Gap

Despite major studies being carried out in various areas of Kathmandu, little was known about how English language teachers in Mandandepur municipality, Kavre, experienced the challenges when they attempted to implement.

We found several studies on English language teaching and the use of EMI in community schools. Earlier research by Bhandari and Bhandari (2024) and Rahimi and Samadi (2022) focuses mostly on urban areas and institutional schools. No studies were found that explored the challenges and experiences of teachers in rural areas where EMI had recently been adopted, especially in Mandandepur, Kavre. From my observation, these schools had large class sizes, poor infrastructure, and diverse linguistic and economic backgrounds among students. The specific problems English Teachers faced in implementing EMI in rural and multilingual contexts remain unaddressed in the current studies.

Previous studies enough highlighted a background that there was mismatch between policy and implementation regarding English language Teaching (ELT) and English Medium Instruction (EMI) in Nepal. While the School Sector Development Plan (MoE, 2016), the Curriculum Development Center (CDC, 2008) all claimed that education should be provided in the mother tongue to sustain their linguistic rights of the children. Although they had the right, however the growing interest of people towards English language and foreign studies compelled schools and teachers to implement EMI policies.

Therefore, the present study aimed to bridge these gaps by using a narrative inquiry approach to explore the lived experiences of English language teachers teaching in EMI-based government secondary schools in rural Nepal. The study aimed to gain a deeper understanding of the relationship between EMI policies and realities across different contexts, using personal narratives from teachers teaching in rural parts of Kavre, Nepal.

Chapter Summary

This chapter presents the summary literature reviews that range from English education in Rana Regime to the present context. The reviews were divided mainly into four parts including theoretical context. English teaching experience was a socially and culturally difficult task in the initiation due lack of resources. Gradually, it was supported by the government and at the individual level. With the advent of technology and the facilitation of government policy formation, teaching English has become easier. Despite these facts, the barriers to teaching and learning English in various parts of Nepal still pose challenges.

CHAPTER III METHODOLOGY

Philosophical Considerations

As an English teacher and researcher, I became interested in exploring the challenges English teachers face in my current work location. Additionally, it would be equally worthwhile to understand the recent techniques English teachers have used to develop learners' language skills, as well as the plans to adopt in the future to create a better English learning environment. This study aimed to explore abstract ideas about the opportunities and challenges the English teacher face teaching at community schools.

Research philosophy refers to the set of assumptions or beliefs regarding knowledge or understanding development and the reality in the study. It shaped the entire research study, from framing research questions to data analysis and meaning-making. Research Philosophy and Research Methodology are inseparably linked, as philosophy provides the foundation for the study: my beliefs about reality (ontology), my understanding of knowledge (epistemology), and my values (axiology) (Creswell & Creswell; 2018; Saunders et al., 2019).

Ontology

As a researcher, I held a relativist ontological position, believing that realities are multiple, bounded by context, and socially constructed (Creswell, 2013). The focus of my study was to provide a detailed account of teachers' teaching English at community schools in rural Nepal. With teachers sharing their experiences, challenges, opportunities, and innovations. I believed that each English teacher had a different story shaped by their personal background, institutional culture, and policy. I believe realities are always multiple, constructed and holistic. They have their own understanding, experience and perception. I interviewed them and recorded the data or their stories from their experiences and feelings. Therefore, my ontological stance is relativist as there is no fixed single, absolute and universal truth. Thus, my research findings have multiple realities constructed from the viewpoint of my research participants.

Epistemology

This study adopted a subjectivist epistemological approach as I lived closely with the participants. In our rationalist society, epistemology, or the study of knowledge, receives more attention because it aims to explain what is true or not. Science and how it is explained affect society's behaviour at every stage of life. Here in this research, my epistemological stance is that each English language teacher is unique, and he/she constructs knowledge by internalizing a process of understanding his/her surroundings, his/her experiences and stories. Adopting a narrative method, I was aware that epistemology is rooted in the context of my participants' narratives. Therefore, the interactions between English language teachers teaching in the Madandeupur of Kavre district and me would generate accomplishment. Scholars opined that knowledge was co-constructed and arose from a person's first-hand life experience in bracketed settings (Husserl, 1970; Van Manen, 1990).

Axiology

However, in this study, English teachers' firsthand experiences and personal stories were seen as valuable sources of knowledge in value-laden contexts (Lincoln & Guba, 1985; Schwandt, 1994). Those clarifications and experiences could be revised and reconsidered in light of new understanding and attitudes (Creswell & Poth, 2018). In this study, the stories of teachers who use EMI in their teaching and learning activities were seen as objective facts. This was viewed as the stories being overloaded with ideas about how an individual perceives their experience, attitude, and identity. In reading these narratives, my personal beliefs as a researcher also came into play, highlighting how information in this study was contextualized and co-constructed; therefore, the paradigm is interpretivist.

Axiology, for me, refers to the value of people, as every individual is different from each other. As participants of the research, the English language teachers' understanding, proficiency and experiences are not value-free but value-laden. So, the truth is greatly affected by the individual perceptions and realization of things or the world. Hence, there were different participants (English language teachers) who had different feelings, experiences, and values regarding English teaching. As a researcher, I remained aware of their values and encoded them by aligning them with their individual experiences.

The nature of reality in this study is relativist to the Mandandeupur. Therefore, the application of the result of this study happens to be implied to local teachers.

Achieving finding in this way was only possible using the constructivist paradigm as it is believed that knowledge is co-constructed (Denzin & Lincoln, 2018). I employed narrative inquiry as a device to gather textual data in the form of participant answers and wove the stories to tell to my audience. Naturally, as a story teller I would have my perspective to interpret on the narrative event. Therefore, my axiology stands as value laden.

Research Method

I adopted narrative inquiry as the research method for my study. Narrative inquiry is a widely used research method across the fields of Education, Language, Health and Nursing, Science, and Sociology. As suggested by Sorgendal and Reed (2023), the main aim of narrative inquiry was to bring together stories from different individuals, assuming that these stories made sense in their lives and were a valuable source for meaning-making.

Human experiences were presented through narrative inquiry in the form of personal anecdotes about individuals' lives. By placing those experiences within temporal, relational, and contextual dimensions, researchers could investigate how participants interpret their lived reality (Clandinin, 2016; Clandinin & Connelly, 2000). Through storytelling, it became possible to examine how individuals constructed and reconstructed their identities, make meaning of events, and navigate personal or professional change (Riessman, 2008). Additionally, by recognizing the researcher's presence and interpretive role and by highlighting that knowledge was co-constructed between the researcher and participant, narrative inquiry supported an interpretivist viewpoint (Creswell & Poth, 2018). By respecting participants' voices and accurately and respectfully telling their tales, it also upholds ethical and relational commitments (Kim, 2016). In these ways, narrative research honored participants as active meaning-makers within their contexts while also capturing the depth and diversity of lived experience.

Site and Participant Selection

I selected the Kavre district of Bagmati Province. Kavre is a city area with well-equipped schools, qualified and trained teachers, and educators working to enhance the quality of education. Similarly, it included rural areas with no direct access to the district headquarters or to the facilities other schools enjoyed. As a teacher working in a rural area of the Kavre district, I faced challenges across all aspects of teaching. The reason for selecting this as the research site was that, being

very near the capital city of Kathmandu, the municipality faced many challenges. Kathmandu University has played a significant role in providing education not only to students but also to teachers and educators in this district. Four English teachers from different schools were selected as research participants for the interview. I selected the teacher teaching in Mandandepur because I am also a teacher at the same local level for more than 10 years. While selecting participants, I also sought permission from the public or community schools included in this research. I selected teachers from government-aided and institutional schools so that their understanding and experiences in different contexts and situations could be used in the research.

The sites are named as S1, S2, S3 and S4 and participants are given pseudonym as Rohan, Toran, Shyagntan and Shibu for participants one, two, three and four respectively.

Participants Profile

Rohan's Profile

Rohan, a participant of my study, started his journey into English Language Teaching starting from the difficult hills of Sankhuwasabha, in a middle-class family of a remote Himalayan village. His parents were uneducated but they are aware of the power and importance of education, so they send his son to the nearby community school for early schooling. His early education was entirely in Nepali, and English was taught primarily through the Grammar-Translation method. During that time English subjects were regarded as distant and difficult. Though learning English started with difficulty later it became a matter of difficulty.

As a young student, Rohan was worried that his proficiency in English was limited to only a few skills. Rather than discouraging him, this awareness became the foundation of his motivation. He chose English as his major subject at university and later completed a Master's degree in English. Teaching became not only his profession but also a personal mission—to offer his students the kind of exposure and opportunities he himself had wished for.

Now an experienced English teacher with over fifteen years in the classroom, Rohan works in a government-aided school in Madandepur Municipality, Kavre. He describes himself as a believer in innovative pedagogy and continuous learning. His participation in Teacher Professional Development (TPD) programs, NELTA conferences, and research seminars reflects his desire to grow both as a teacher and as

a scholar. For Rohan, ELT is not merely about language instruction; it is about expanding students' worldviews and confidence.

However, his journey has not been without tensions. Working in a multilingual and socio-economically diverse context, he often negotiates between policy expectations, parental concerns, and students' linguistic realities. At times, he questions how best to prioritize language learning while ensuring comprehension and inclusion. These dilemmas have shaped him into a reflective practitioner who constantly re-examines his pedagogical choices. For Rohan, teaching English is both a responsibility and a deeply personal commitment shaped by his own educational struggles.

Toran's Profile

Another participant is also not from the Kavre whose work place is now in Kavre. He was born in Baitadi of far western Nepal. He grew up there and he had got his primary education from a community school which was about two hours walk from his home. He is a Doteli speaker. His education started with learning Nepali and later he started learning English. With this fact it can be said that he has lived multilingualism rather than experiencing it. This proves that English was his third language though it was difficult in the beginning but later it was motivating to him. He was taught by an Indian English teacher whose focus was on grammar translation during class activities. Despite the approach being traditional, the presence of the English teacher and command over the English language had influenced him very much. This provides Toran to view English not only as a subject but as factors of larger and broader possibility.

After he completed his higher education from his local level, he moved to Tribhuvan University where he got a chance to be familiar with more innovative pedagogical approaches focusing on communicative approaches. His teaching journey has started after he passed Teacher's service commission and he has been teaching for more than twenty years. He has grown up as an experienced and dedicated English teacher of community school in Kavre district. He had experienced his learning difficulty as a multilingual learner so he has got firsthand experience of the similar situation that the students of his school are facing nowadays.

To uplift and develop in his teaching profession he engaged himself in different types of training provided by ETC and organizations like NELTA and local education authorities. He believed that English language teaching is a dynamic

process so the teacher should be active and updated to his best. He also believes that teaching English is the act of social mobility and empowering the students with the global contexts as he sometimes reflects his inner thought of studying and working abroad.

Mr. Toran identifies that there is an ample gap between the methodology advocated in the field of teaching and classroom realities. He further informs that some of the colleagues are habitual with traditional approaches and some are happy in experimenting with newer and innovative teaching pedagogy. His stories are the reflection of a teacher standing between traditional versus transformational classrooms, where he defines his role as a teacher in a multilingual society and teacher handling the situation.

Shyangtan's Profile

Shyangtan's story starts with his birth in 1987 in a rural village of Kavre district. His early schooling seems simple and moderate where English has created a significant challenge to him. In the secondary level a highly confident and proficient teacher of English language has burnt his interest towards the use of English language and teaching of English. He starts imagining himself in the place of a teacher as he was so inspired by him.

He started his learning journey taking English as a major subject in his +2, bachelor and master level which made him successful in his academic as well professional career. This led his interests towards literature too. Observing his elder brother and influenced by him he also develops his reading habit which engages him lifelong with stories and novels.

He is the living history to witness the changes in educational context of Nepal as he has taught in community and institutional schools for more than two decades. He recalls his memory with low resources classrooms and the traditional approaches inside classroom activities, more focused to grammar translation method and with the change in time, introduction to new and innovative pedagogy, technological devices and professional training has transformed his teaching approaches from traditional to innovative one.

Now he presented himself as an experienced and resourceful teacher who always valued updated and professional development. His active participation in each extra-curricular activities and relation with the community describe him as a confident teacher. His experience in various institutional settings has made him experience and

understand the inequality that is created by the socio-economic inequality which provides motivation and confidence to students.

Shyangtan's stories show a process of maturation of professionalism which was the use of traditional teaching approaches and transformation to new innovative pedagogy. For him, ELT is not static; it evolves alongside social change, institutional expectations, and students' needs.

Shibu's Profile

One young participant represents Zen- Z, having the experience of challenges and prospects of teaching English Language. Being born into an agricultural family in a rural area of Nepal, in his early years he was lucky enough to get education from a private boarding school where the medium of instruction was English. As private medium school was not up to secondary level, he was obliged to continue his education in public institutions and eventually completed a Bachelor's degree in English. Now he is in his master degree of English language Education at Tribhuvan University.

His teaching career has started teaching in a private school of Kathmandu valley which is his opportunity for structured English instructions inside the classroom. After he was appointed as a permanent teacher by the Teacher's service commission, he started teaching in a community school of Mandandeupur village. With around seven years of teaching experience, he brings energy, technological awareness, and enthusiasm for innovation into his classroom.

Shibu participates time and again in the training provided by different organizations like NELTA, HISSAN. His view on teaching the English language is because he sees it as the language of technology and the language of the global community. He finds that students face the challenges of limited vocabulary in the contextual use and developing the competency in it. He sometimes becomes uneasy as he is compelled to use the instructional strategies that may not suit the learners.

Research Sites's Profile

Site One

S1, was a Secondary School located in Mandandeupur Municipality ward no. 3, near Nagarkot, 12 km from the municipality office, 32 km from the district headquarters, the major City of Dhulikhel, and about 65 km from the capital city Kathmandu. The school was established in 1978 and offered classes from playgroup (SishuKakshya) to grade 10. The scene at school was very peaceful. The school has

155 students, most of whom are from the Tamang community. The school has 18 teachers, each teaching a different subject. As the municipality had decided to adopt EMI instruction in all schools, this school also began using EMI from 2018/19. The school had six English teachers, teaching from primary to secondary levels. The school adopted Nepali as the medium of instruction for social and health subjects, and the local government prepared a local curriculum. The school's principal graduated with a major in the science subject in his Master's degree in science and taught social and health sciences.

Site Two

S2, was located within Mandandepur Municipality, Ward 2, Nagarkot, a suburban area of Nagarkot. Most of the students were from the Tamang community, 90% were Brahmin, and 10% were from other communities. The school was established in 1962 and currently runs classes from playgroup (Sishu Kakshya) up to grade 12, providing education to children and adolescents across different grade levels. In the schools, there were four teachers in total since 2017 who are implementing the EMI education policy as directed and implemented by the local government. These schools addressed and included students from diverse backgrounds, including ethnicity, culture, and mother tongue, creating a multicultural learning space. All subjects were taught in Nepali, except English. The principal of the city school also served as a Social teacher, contributing directly to academic practices and language instruction within the institution. From 2018/19, when the municipality began EMI, it was due to the tourism area around Kathmandu. Most of the parents in the area were also interested in the English medium. SMC chairperson Gurung also wanted to continue with EMI onwards. As an experienced and permanent teacher at the school, he was also eager to continue EMI at the school. Because of the municipal, SMC, Ward, Principal, and community's eagerness for the English medium, it is continuing there. But given the school's environment, there were few students in the classroom. Up to class 5 because of the English medium school.

Site Three

S3 is located 57 kilometers away from Kathmandu, at Mandandepur-4, which was established in 2017. The school has adopted EMI for about 7 years. Initially, the school was run by the Sanchalak Samiti, composed solely of local people. After the restructuring of the Nepali government, the educational management was given to the local government. Since then, the municipality has closely monitored

educational activities. At the same time, local authorities have recognized the importance of English-language education and have emphasized EMI. The school did not have a language lab; however, it turned the classroom into one whenever the English teacher made PowerPoint presentations at a suitable time, and students felt they wanted to learn by watching YouTube videos. The school policy is now strong in promoting EMI in the classroom. It was also known as the Namuna School of the Municipality. It has a Science Lab, and the classrooms are decorated with various teaching materials. Most of the subject's teachers engaged students with the projector and PowerPoint presentation as much as possible, within the time available.

Site Four

S4 School, was located at Mandandepur – 10, Jogitar, Kavre, and was established in 2017. During its establishment, it served as the only institution covering the Kavre district and some areas of Sindhupalchok. This school was located a bit closer to the district headquarters than the other sites. It was one of the oldest schools in the area, which has contributed many capable citizens to the local community and the nation. Many teachers contributed to the development of the local curriculum. The school had adopted EMI before the municipality adopted EMI in its policy. It included Brahmin–Chhetri, Rai, and Newar communities. The school's principal also served as an English teacher, contributing directly to academic practices and language instruction at the institution.

Data Collection Techniques and Procedures

According to Creswell (2014), qualitative research uses different types of data. He further argued that, according to the study's research questions, qualitative research materials were received utilizing qualitative designs and approaches. According to Patton (2002), qualitative research can use a variety of data sources. The main sources were observations, interviews, questionnaires, document reviews, and related methods. However, the main data source for the qualitative research was interviews. In this study, as a narrative researcher, I visited the research site, spoke with the participants (English teachers) about the purpose of my research, and obtained their consent. I requested them to narrate their experiences in the data collection process. I collected English teachers' narratives as data to inform this study. I primarily collected and generated data through in-depth interviews because interviews and observation are the major data collection techniques (Butina, 2015). Qualitative interview data can be collected through three main approaches: informal

conversational interviews, standardized open-ended interviews, and the general interview guide approach. Informal interviews involve spontaneous questions; standardized interviews use pre-prepared questions in a fixed order, while the interview guide approach provides a flexible outline to ensure key topics are covered.

In this study, I also collected primary data through semi-structured, 'standard open-ended' interviews, following Patton's (2002) approaches to fulfill my research objectives.

Data Analysis and Interpretation

According to Clarke and Braun (2022), we should follow several steps in this research, including interpretation, coding, categorization, and final data analysis. In this research, I began coding the narrative data collected from participants by verifying and transcribing their narratives to ensure accuracy. Then, I coded the information, edited it for clarity, and used pseudonyms to protect the participants' identities. Next, I thoroughly reviewed all the narratives shared by the teachers' participants, focusing on their experiences with EMI after it was introduced at their school. After coding the data, I began writing based on the codes identified from the in-depth interview key themes. Using thematic analysis, I examined these themes in depth to gain a better understanding of the participants' experiences, challenges, and key strategies derived from activities implemented during teaching in the EMI context. Finally, through this detailed analysis, I was able to draw the research's findings. According to Riessman (2008), the thematic analysis method was used to interpret and analyze the narrative material.

Quality Standard

To ensure the validity and reliability of the qualitative research, we needed to maintain quality standards. According to Bergman (2005), the data collection and analysis focused on different aspects of quality, as the methods to improve quality during collection differ from those applied during analysis. In this study, I maintained quality standards throughout the process by adhering to principles of authenticity and trustworthiness.

Authenticity

I collected data from English language teachers at different rural schools in the Kavre district who had adopted EMI to provide authenticity. Firstly, I spoke with the participant teacher to build rapport and obtain the necessary narratives without hesitation. During the transcription and analysis of the data, I hadn't altered any

information from the teachers' narratives to maintain the authenticity of their stories. The narrative reflected in the study provided by the researchers is based on real lived experiences. The narratives provided by the participants were like the experiences I had witnessed and aligned with the study.

Trustworthiness

I asked participants to review the narratives they provided to assess trustworthiness and validate the information. I also allowed them to provide their input and modifications while preserving the original meanings. I started the interview with an informal conversation to let the participants share their experiences. I had also asked for consent before recording the information. By prioritizing authenticity and trustworthiness, I maintained high-quality standards in this study, ensuring that the findings accurately represented the participants' experiences and maintained the study's integrity.

Ethical Consideration

Creswell (2009) stated that ethical concerns are the moral values of research, including what should and should not be done. So, ethical considerations meant the kind of morality the researcher followed while conducting the research. The qualitative research tended to ensure the confidentiality and privacy of the research participants. The participants were not coerced (harmed) during the research and were well informed to provide their information voluntarily. The following four items were considered as prescribed by Creswell (2009).

Informed and Voluntary Consent

I have informed the participants in my study of the ethical principle of 'informed and voluntary consent'. I recognized their right to be informed about the research process and its purposes. I had requested the teacher participants to narrate their stories about the use of EMI in their classrooms to the teachers of Mandandeupur Kavre. They were informed that they can withdraw their participants at any time.

Confidentiality of the Information Shared

I conducted this study in my independent interest, so I collected data on participants' own ideas and opinions and let them express them freely without compelling them to support my purpose or process. So, they confidently narrated their experiences.

Anonymity of the Research Participants

Cohen et al. (2018) stated that anonymity is essential in qualitative research, as the researcher should not reveal participants' identities or information. In some research cases, participants may not want to disclose their identities to obtain authentic data/information. In collecting primary data through interviews, I promised my participants that their identities would be kept secret if they intended. Pseudonyms were used for the participants involved in this research.

No Harm to Participants

During data collection, the researcher should not cause any harm or pressure to participants. Considering this issue, I did not cause any harm to the participants during data collection. I did not collect data without providing them with information or obtaining their consent. I provided them with full information about the study's benefits and risks. I assured them that they would not risk participating in the interviews.

Chapter Summary

The section consists of a methodological framework for the study. English language teachers have different feelings, experiences and challenges teaching English at community schools of Nepal. I chose an interpretive research paradigm. Adopting a narrative inquiry method, I was aware that epistemology is rooted in the context of my participants' narratives. Then, the interactions between English language teachers and me as a researcher teaching in the secondary schools of Mandandepur Municipality of Kavre district generated knowledge. I employed narrative inquiry as a research procedure to collect stories of English language teachers' experiences and their difficulties and practices in teaching English. I followed authenticity, trustworthiness, and meaningfulness as quality standards of my research, as well as confidentiality, respect for autonomy, and justice as ethical considerations.

CHAPTER IV

IDENTIFICATION AND DESCRIPTION OF MAJOR THEMES

This chapter describes the major themes identified in the inquiry process. Identified themes were divided into five headings: (1) Passion and Purpose: A Motivational Factor; (2) Evolution from Grammar Translation to EMI Teachers; (3) Core Challenges: Students' Efficacy and School System; (4) Professional Development and EMI; (5) Systematic Support from Government: A Way Forward.

This narrative inquiry explored the experiences of four English teachers as they faced challenges in implementing EMI in their classrooms. The teachers' voices spanned over the years and waited to tell their stories of adaptation, challenges, and resilience. Having listened to their narratives, I moved beyond the abstract debates to the lived realities of EMI implementation challenges.

Passion and Purpose: A Motivational Factor

Looking at it from my own angle, teachers' journeys toward evolution are not accidental; they are usually a culmination of a passion that originates in social play and purpose. All narratives have some passion and purpose to evolve as a teacher. For example, Rohan, who started his teaching in 2000, was profoundly inspired by the social conditions of his time. He commented

English teachers were regarded as respectable teachers among the villagers and the street. So, it motivated me to start learning, and I began reading Education and taking English as a major subject. When I started learning English as a major subject, my aim was to become an English teacher.

His role model was his English teacher from his high school days. The perceived understanding of English teachers as “ideal person” provided him with a higher driving force to pursue his career in the education field. However, his low English proficiency once again startled him and, in a way, pushed him to reach a level where he acquired academic knowledge and skills up to standard. This urged him to join the English discipline and thus gained community respect.

Similarly, Toran and Shyangtan repeated the sense of purpose to teach remote communities. This urge led them to understand the English language frame as a local

and global lens. They both understood the importance of English language education and its application in countries like ours, especially in remote areas. Toran reported that

English is a global language, and it is necessary to learn it. As an English teacher, I feel responsible for making my students aware of its importance. To learn any language, we must create meaningful contexts and use it repeatedly in real situations. Therefore, I believe English should be used as the language of instruction in English classes

For Toran, the driving force stemmed from his sense of duty to equip students with urgent global knowledge and skills, leading them to become global citizens, not limited to their country. Similar, but a little different, Shyangtan's narrative was about passion to become an English teacher and serve in the remote area of Nepal.

Remembering his days with a serious mood, he stated

I can work in an EMI-based school because it is my passion and interest, as I come from an EMI background, despite attending a community school. I passed; I did my schooling from a community school, so it is my interest and passion to work there in an EMI-based school

Shyangtan's passion for learning English was strong, which led him to become an English teacher. He said that it was his passion to teach English using EMI. He commented, "It is my passion; it is my interest to go through the English language in my best classrooms". His personal experience connects to his professional history in his school, and he advocated EMI in his classroom. Further, he believed that English is an international language used by various organizations, making it a bridge to the rest of the world. He emphasized the importance of English as an international medium of communication, noting that it is used across every discipline. INGOs, NGOs, and the UN used it for negotiation and communication.

Shibu's motivation was more pragmatic; he believed the English language should be taught with English philosophy and ethics, though he initially taught for financial reasons to support his studies. When he taught in private schools, he knew that students should be engaged in learning in ways that would develop their language competency. Mostly, he was attracted to English teaching because fluency in English was respected in private schools. In the beginning, he was attracted to English because he believed that learning English would provide job opportunities as an English teacher in private schools. Therefore, he learned English in a modular form:

the usage of English in all four modules- listening, speaking, reading, and writing- pays well, leading to better employment and opportunities. This competency follows the use of EMI in the classroom, lest students remain less competent. Shibu connects his usage of EMI in this classroom to students' future because students, one day, would certainly reflect on their high school education and remember their teachers.

Evolution from Grammar Translation to English Language Teachers

All teachers realized that the GT method does not engage students in their optimal learning. However, they could not implement it unless the whole school environment was supported by policy or practice. Their realization of the methodological shift was timely, as students began leaving for private schools offering English-medium education. At the same time, the school administration somehow managed to implement EMI in the classroom. For all teachers, moving on to EMI practice was not hard, as they had already experienced it. Rohan remembers his role as a teacher was to translate the text rather than use EMI. He remembers "in the beginning of our teaching career, we started with the Grammar Translation Method, which was regarded as the best method at that time". Following many teaching methods and arriving at today's stage, Rohan said

I could clearly see that my role has changed from the past to the present. In the beginning, my role was as a translator because I started teaching using the Grammar-Translation Method, focusing on structure and sentence translation.

Then he added, "I evolved myself to a facilitator because learning a language means a student should be involved in learning. We are not teaching them, actually; we are facilitating them." This indicates that EMI has been realized and reflected by teachers, administration, and the authority. Using EMI not only sharpens students but also makes teachers proficient, as they must prepare sufficient activities. The rationale for engaging EMI stems from the fact that learning a second language can seem boring, especially in the school environment.

In a similar vein, Shibu admitted that he used the grammar-translation method at the beginning of his English teaching career. He remembered, "I have to use the grammar translation methodology, which is supposed to be the traditional," and that was already under criticism for its failing teaching method. He knew that EMI was needed but for various reasons, it was supported in the classroom. This highlights his struggle between translation methods and his aspiration to EMI. Shibu did everything he could in the classroom, such as peer work among students, to create a habit of

English communication. Such communication also inspired ideas and thought processes among students, thereby grooming them into English users. Later, students were able to play various roles and respond in English to other group members.

Shibu was relieved because he was practicing in the classroom, though insufficient results were revealed. In this process, he considered transitioning from a translation-methods teacher to an EMI teacher. Shyangtan focused on students' engagement in learning using pair and group work. Creative writing was one of his main activities, and it demands knowledge flow through the hand onto the paper.

Another teacher, Shyangtan, remembered that he had always thought about how to make students more active in class. To this end, he made students read aloud in every class. He recalled that this helped students to understand and use it in daily practice. Inspired by these activities, he had students write in the live classroom so he could check their progress in real time. At times, he asked students to exchange what they had written and to evaluate each other.

Initially, Toran did not think these activities were helpful in students' learning. But now he engaged students as facilitators rather than simply a lecturer and translator. Shyangtan reflected that he focused on the communicative module a lot so that students can express their dormant ideas. While Toran focused on engaging students with content, Shibu designed activities with “different tasks” such as “vocabulary sharing, “spelling bees”, and “presentation. Shyangtan believed in creative learning rather than rote learning. He reflected

I am improving this. I'm not guided solely by the world and my previous English teaching experience; I am still learning new things. I am still learning about AI in English. AI technology is also available these days this in the modern era, so every day we must be up to date

He felt proud when he used technology in the classroom to keep his students fully engaged through EMI. In the past, he developed lesson plans on paper, but now he uses technology. He believed that using technology makes EMI very engaging in his class. He repeated

Before, I used to make lesson plans by hand, but these days I use Google Sheets. I make educational materials not on chart paper, but these days I prepare instructional materials, especially multimedia.

Both teachers reported that their pedagogical activities evolved into dynamic, interactive sessions that used technology, making EMI quite possible in their classrooms despite other challenges.

Core Challenges: Students' Efficacy and The School System

All participants' responses provide ground-level insights into the challenges of EMI in their classrooms. These challenges were multidimensional and affected several cores. The prominent challenge after the EMI was implemented in their school was students' low-level communication skills. Rohan remembered his early days

They had a very poor background in English. They had very poor vocabulary and couldn't even easily construct a sentence. Later, due to development, digital tools, and other factors, they became more exposed to English. At first, the challenge was letting them identify objects or construct sentences. Even composing a paragraph was difficult.

He added that speaking and writing were a struggle for students. This struggle made students hesitate to participate in speaking practice. Exposing them to “digital tools” helps them overcome their shyness. Shibu described that students were still “unable to read the textbook properly” and had pronunciation issues. He further stated that this led the students to frustration, and the situation came to a halt, where students did not like English teachers and rejected the subject as a whole. Shibu recalled

So, they slowly began to ignore and reject English subjects. They are unhappy and dissatisfied with even English teachers. Students who achieve the result are not satisfied, and many would score non-graded, which is the biggest challenge for the teacher of a community school, who is responsible for their subjects. He and the subject teacher must clarify the result to the principal, as well as parents and the SMC, School Management Committee Chairperson, too.

Learning relates to socio-linguistic diversity and its spontaneous development. Nepali society is highly diverse. Toran admitted that English is a “second language” to Nepali learners. On top of that, there were students whose mother tongue was not even Nepali, the country's official language. In this way, English became a “third or fourth language”. Toran vividly remembered that students sometimes asked teachers if they could switch the code into Nepali due to their inability to express.

Shyangtan had similar experiences in his school regarding EMI. He reported that he taught students mostly from “Rai” communities and “Tamang” communities.

He stated, “It is quite challenging to make the students clear on the English language in my classrooms”. English teachers had to understand their cultural backgrounds and treat them accordingly. To some extent, he used the local language to explain the meaning of the words. The situation was just the opposite of what was expected in the context of EMI. To improve the situation, he rephrased the topic.

This diversity compelled teachers into complicated and multilingual situations. Therefore, all participants unanimously agreed that they used extensive code-switching in their classroom. Students learned EMI in school, but at home, they do not have an English environment or any other means that require speaking or practicing English. Thus, the implementation challenge is an environment in which students are surrounded by either their mother tongue or the official language.

Apart from this socio-linguistic challenge, teachers also narrated infrastructure and systemic challenges, especially pointing the finger at administrative failure. All respondents agreed that school administration and SMC can do a lot if they want. Education is an all-around effort to make it happen. Shyangtan found it challenging to implement EMI due to various reasons. He said in the interview that technology could engage students by easing the process and providing skillful pleasure while using it; however, due to a lack of technological infrastructure, this could also happen. When students struggled to speak, they lacked the motivation to use it, making EMI implementation challenging.

Shyangtan emphasized the importance of skillful “manpower”. When he mentioned “manpower,” he indicated that an English teacher from a Nepali background. He believed that the right “manpower” to teach English in the community school should be from an English-speaking background, so that s/he could not use another language; then, students were encouraged and forced to learn in a complete EMI environment. This raises the question of the government's willingness to invite native-speaking teachers into the classroom. Shyangtan expects the government to add more infrastructure and resources to the community school in the context of EMI. He expressed

So, it is quite challenging in a community school. English manpower is also very low. Most of the teachers are from a Nepali background or any other subject background, but not English subject experts, so it is quite challenging. These are the main challenges of the English language. Although if we try, the government, the local municipality, or the provincial government tries to make

good schools, they should focus on providing English teachers. They would add more English teachers. They should add more infrastructure improvements. They should give enough exposure and resources. For improving English or EMI.

Shyangtan repeatedly stated that there was one textbook in English and the rest were in the official language, Nepali. This illustrated the school administration's willingness to implement EMI effectively. Of the seven subjects taught at the school, six were taught and explained in Nepali. It certainly affects the objectives for achieving EMI. Shyangtan said, "The English environment is not there because there is only one textbook in English". Rohan revealed that he had to compromise with the surrounding environment to utilize EMI in the classroom. He exposed the very interesting fact that he had compassion, which discouraged him from following EMI. Passing the S.E.E. The exam was a "compulsion" to students from a self or parental perspective. If the students failed, the teachers would be responsible. Then he adapted some tricks to help students pass the exam, ignoring the complexities of EMI. He honestly stated

But there was a compulsion to pass the S.E.E. examination. English was not supposed to be a difficult subject, so we were forced to neglect other aspects and focus only on tricks to help them pass, rather than on overall development.

Thus, the conflicting citation between exam and real learning using EMI persists in the Mandandeupur schools, challenging the real progress of students who one day will be a global task force.

Professional Development and EMI

Despite the challenges of using EMI in the English classroom, the teacher's narrative highlighted the importance of continuous professional development for career growth and for upgrading knowledge and skills. All participants agreed that infrequent training, workshops, seminars, and teacher collaboration were closely connected to EMI. Such training helped to understand the gravity of the EMI setting. Rohan reported in the interview that he participated in available TPD and CPD training organized by various organizations. He recalled his early days training in this way

In the very beginning, Teacher Professional Development (TPD) training sessions were organized by Education and Training Center (ETC). I

participated in those professional training sessions, and now it has been converted to Continuous Professional Development (CPD). It provides many learning opportunities because sharing challenges with peers helps them discover new strategies they have used. Sharing experiences helped me grow as a teacher in EMI instruction. Professional development has helped a lot.

He further confirmed the significance of the “training” to bridge the gap between “grammar translation” methods. As a matter of fact, Rohan was educated in the GT method period. Over time, as he became an English teacher, he realized that GT alone does not suffice for English instruction. He wanted to get rid of the GT method to teach the “new generation”. He means to indicate the current generation, especially Generation Z (digital generation), by “new generation”. Toran had a similar experience while learning from peers, especially in terms of ICT and AI tools.

Yes, I've attended several formal and informal trainings and workshops on language teaching. I've also learned a lot from colleagues through sharing and discussions. We exchange best practices and classroom strategies.

Besides, I now use online resources and AI tools like Chat GPT to design lesson plans and classroom activities. So, TPD and technology have played a significant role in improving my EMI teaching.

In this way, engaging with ongoing training and ICT and AI tools, Toran believed that it helped to understand the importance of EMI. Shyangtan related TPD to his professional identity. Teachers who attended TPD training would be valued more highly. He further said that he participated in TPD and workshops of NELTA. He attended an English teacher’s forum to further network and share teaching methodologies from time to time.

Shibu took professional development as vital and heart of teaching learning activities where he could discuss and collaborate with technologies for EMI implementation. He believed that such training and skills acquired from such events are the medium to transfer knowledge to students. Shibu felt he boosted his confidence among other teachers. He expressed that no one was perfect in the world and that the take and give policy was important for innovation, even when used in the teaching field.

Participants believed that collective effort underpins the full-fledged development of EMI. Professional training, short- or long-term, needs to be

continuously organized collaboratively. This develops the essence in teachers' intuition, efficacy, and morale.

Systematic Support from Administration and Government: A Way Forward

A student is a product of the echo system of school, society, and government policy. (Mahara, 2023) This ecosystem shapes students' life cycles. As policy steers every action in the school, the government planned, and systemic support matters most. This indicated that a government implementable plan needs to be framed. It is not that there is no framework; an implementable one does not exist. In this ecosystem, the government element appears weaker than the other two. Teachers' development and personal growth are not possible without a government-supported system. (Joshi & Paneru 2025) All participants advocated for structural changes to ensure EMI is implemented effectively. They opined that pedagogy for today's generation differs from that for older generations. Therefore, recent pedagogical strategy training needs to be repeated. Rohan expected more technology training from the administration. He commented

Schools nowadays are equipped with many technological devices. However, these are not implemented effectively in classrooms. Innovative methodology should be implemented practically. We offer training and workshops, but those learnings should translate into the classroom. That would help improve EMI practice.

It sounds like training and development, along with technologies, are the place. (Tondeur et al., 2016) But the equipment in the school is idly sitting in the computer room. He expressed the respective administration's responsibility in a critical manner. What makes the school administration more accountable is the government's monitoring systems. (Selwyn, 2016) Receiving outdoor training organized by other organizations demands further skill development to utilize the in-house computer equipment. Not doing so would create the gap. Shyangtan directly hinted that the government must work for systematic improvement. He meant to mention that, while framing the policy and guidelines, they must also consider the implementation implications and the impact on the school. Another way of saying this: enough homework was done on the government's side. He commented that the government "should provide English teachers as manpower". When he said English teacher, he meant a native English teacher. Toran anticipated more investment in infrastructural change. He expressed, "They should add more infrastructure

improvement. They should give enough exposure and resources”. Shibu strongly concluded

Yes, of course. Teaching in an EMI-based school is very difficult in a government school. So, the policymakers and the government of Nepal should take it seriously and develop a policy that can be properly implemented in community schools.

Collectively, all participants proposed government initiatives to implement EMI in the classroom. (Panthee, 2020) This implies that private schools are already using EMI for all subjects. But community schools still struggle even with English subjects. There are various reasons for this to happen. But at the end of the day, the government is the guardian of policy-making and implementation. (Giri, 2019) These narratives of all participants are just sharing their experiences in the form of stories, but they are path-making thoughts in educational reform.

Chapter Summary

This chapter presents the summary of findings derived from the narrative inquiry into secondary-level English teachers’ experiences of teaching English in rural community schools of Nepal. The findings were organized into five major themes, including teachers’ motivation and passion, pedagogical transformation from Grammar Translation to EMI, classroom and systemic challenges, professional development practices, and the need for policy and governmental support.

The study revealed that implementing EMI was initially a socially, linguistically, and pedagogically demanding task due to students’ low English proficiency, multilingual classroom realities, limited infrastructure, and insufficient institutional guidance. Gradually, teachers adapted their instructional strategies by incorporating communicative methods, code-switching practices, ICT tools, and self-directed professional learning. With exposure to training programs, technology integration, and evolving educational policies, their confidence and instructional competence improved over time.

CHAPTER V

DISCUSSION

This chapter discussed the results of a narrative inquiry into community school teachers' experiences with EMI in their classrooms. The findings covered five categories: (1) Passion and Purpose: a Motivational Factor; (2) Evolution from Grammar Translation to EMI Teachers; (3) core challenges: students' efficacy and school system; (4) professional development and EMI; (5) Systematic support from government: a way forward. EMI refers to a pedagogical approach to meet international teaching and learning criteria when English is not the native or first language. Therefore, teachers acted as mediators between the implicit global policy that encourages English and classroom realities. However, are classrooms free from challenges where English is not a first or native language? Furthermore, what would be realistic in a nearly remote area of Mandandeupur Municipality? In my observation, schools that attempted to implement EMI in the classroom lacked sufficient resources, such as qualified English teachers and adequate infrastructure.

The first theme was the passion for teaching English, not because the teachers were deeply emotionally invested, but because it was part of their career. In fact, all participants were naturally right to search into security featured by what was already available in the market. This idea of aligning with the existing mainstream profession is common to all human beings.

Therefore, participant passion illustrates the conflict between passion and aspiration to become English teachers. English teachers are still regarded as gentlemen in remote and rural areas, and speaking English conveys modernity to non-English speakers. Even though the teachers' passion for EMI has been recognized as their true passion, there have been various challenges related to parental illiteracy and cultural factors, where other native languages are prioritized under the new constitutional mandate. This challenge develops barriers to the sustainability of EMI in the classroom. At least at this stage of the discussion, passion and motivation do not play a crucial role in the effective implementation of EMI in the classroom.

On the other hand, all participants' motivation to use EMI in the remote classroom showed a moral obligation to teach and empower students. This passion

aligned with the idea of teaching from within, as outlined by Middlecamp (1999). To some extent, the participants understood the importance of global citizenship in the present society. As the English language has been the de facto language across all disciplines and international media, it is natural to consider its potential. From a pedagogical perspective, this passion and motivation were translated into pedagogical energy. But this translation is from a motivation lens only, focusing on motivation to learn English and to utilize it in the classroom for various reasons, such as modernity, livelihood, gentlemanliness, and financial reasons. This effort comes from the teachers' side. However, other areas also strongly influence EMI implementation. Thus, while EMI implementation was challenging in the Nepali remote community school (Karki & Karki, 2024), teacher motivation acts as a weaker mechanism. But participants who saw themselves as change agents in society using EMI were inspired by the constraints.

The crucial shift comes from abandoning the GT method for teaching English. All participants learned English at their schools using the GT method. The GT method has limited capacity to teach English and cannot provide learners with deeper linguistic insight (Anand, 2025). While the GT method was criticized for its ineffectiveness, participants naturally turned to other methods in their classrooms. This shift in pedagogical approach is not due to participants' individual effort; rather, it is a theoretical development. Rohan expressed that he did not merely want to be a translator of ideas in the textbook and his reflection caused him to evolve to be a facilitator. Shibu used various methods such as role play, group discussion, and peer work. This eased EMI to some extent but all participating teachers' efforts as a positive step towards EMI. Critiquing furthermore, such peer work, group discussions, and role-play are not EMI; they are merely activities, and any activities can be performed in any language.

Thus, this research intended to explore the experiences of English language teachers in implementing EMI in the school. I am inclined to interpret that the real importance of EMI has been misunderstood due to cultural differences, teachers' differing understandings of pedagogy, and teachers who teach without majoring in English studies.

The shift in teaching and learning using technology added value to the EMI implementation because technology primarily used English to interact with users. Shyangtan used AI tools in the classroom. All participants attempt to use technology.

The integration of technology into pedagogy is enforced on both learners and teachers.

Despite these efforts, the core challenges continue to hinder EMI implementation. The EMI environment was not conducive to linguistic readiness. The social composition comprises people from all walks of life, marginalized groups, and those politically divided. The students do not have a library environment at school, nor do they have a reading environment at home. Toran and Shyangtan reported that students speak their mother tongue at home, as the Rai and Tamang communities prevail in the area. Let alone EMI, students find it hard to play the role of a student in the area. In this case, teachers were obliged to switch the code while they were using EMI. This violates the core idea of EMI, and thus, it was mandatory for teachers to help implement it well. Do head teachers manage to remove all socio-economic hurdles of EMI implementation? The headteacher comes from the same social composition and cannot be administered with consensus. Government support, policy support, and head teachers' administration were lame in this matter. Rohan stated that they were advised to pass the student to illustrate the level of effort required for EMI implementation. EMI has been taken as an ideology, but the resources were contraindicated. In this EMI implementation, the way forward lies solely in the government's enthusiasm. There is a practice and policy gap that needs to be addressed from the authority side.

Qualification of teachers and differences in competencies across schools also seem to be major obstacles to EMI implementation. Studies conducted in this context also show that private schools have implemented EMI effectively, as they recruit teachers with better English proficiency and skills, and a strong knowledge base. Whereas community schools hardly have such teachers. This discussion aligns with studies by Mahara (2023) and Dahal and Koirala (2025), which found that this kind of gap in EMI practice is unequal across schools in Mandandepur. So, community schools find it challenging to maintain EMI as proposed by policy at the local level, resulting in only maintaining the level of EMI rather than changing practice and teaching methods.

On the other hand, frequent teacher transfers also create problems in implementing EMI. Without knowing the background of the training and the teacher's English ability, they are transferred to different parts of the same local level, as well as to different local levels. As a result, teachers trained for lower-level classes are

obliged to teach higher-level classes where EMI is necessary, which creates problems with effective implementation. Studies by Joshi and Paneru (2025) align with these problems and state that teachers placed at the wrong level face challenges in implementing EMI and the content, leading to poor results and learning outcomes for learners.

Another problem linked to teachers' low performance is inadequate EMI training. Several teachers in community schools have not received the necessary and appropriate training in EMI and subject-based instructional activities. Many of the training provided to them are found to be short, basic, and not appropriate for classroom instruction. It is also found that both continuous and need-based training can only build teachers' confidence in using EMI and improve their teaching. (Mishra, 2024) So, reforming teachers' training to meet the real needs of the classroom is necessary for the effective implementation of EMI.

I argue that there are ways to solve the challenges of the EMI implementation in Mandandeupur municipal schools. I proposed to provide appropriate and sufficient training to already motivated teachers. Secondly, parents in the area need awareness training on the importance of English. The municipality should provide enough subject teachers for each subject. While the municipality advocates the policy implementation, it needs a timely monitoring mechanism.

Chapter Summary

This chapter discussed community school teachers' experiences teaching English at Mandandeupur Municipality through a narrative inquiry. The findings were grouped into five themes: teachers' passion and motivation, the shift from Grammar Translation to EMI practices, key classroom and systemic challenges, the role of professional development, and the need for stronger government support.

Although teachers were motivated by professional responsibility and the social value of English, passion alone was not enough to ensure effective teaching of English language. Major challenges included students' low English proficiency, multilingual home environments, lack of resources, insufficient training, frequent teacher transfers, and weak policy monitoring. While teachers adopted interactive methods and technology to support teaching English at community Schools, gaps between policy and classroom realities remained significant.

CHAPTER VI

CONCLUSION, IMPLICATIONS, REFLECTION

Conclusion

The story implied that the local government should recognize the teachers' efforts of teaching English, challenges they face and the experience of teaching at rural community school. This research provided the type of issue to school head teachers and ward representatives. They could review this research and apply it to their context. This research also provided higher-level governments with insight into the need for additional funds for ICT infrastructure to enable EMI implementation for effective teaching learning activities. The English teacher association could understand the situation in rural areas and put their efforts at the policy level within the local or state government.

The research found that almost all participants are motivated towards the effective teaching learning activities. Most of the stories revealed that most of the participants grow from traditional grammar translation to innovative pedagogy which helps teachers to teach. The stories also provide inside that due to lack of background students are facing difficult in learning and also understand the teachers as EMI is not effectively applied. The role of local-level government was crucial in the implementation of EMI, which should be linked with the teacher's effort. Teachers in this area were found to be highly motivated to use EMI in their classrooms, but their efforts seemed limited due to a lack of resources and other factors, including infrastructure and cultural diversity among students. The findings could serve as a basis for head teachers and administrators at the local level to support teachers in the effective implementation of EMI, awarding them and recognizing their efforts, thereby providing authorization for the teachers' efforts.

The study also focused on the need for government support at the systemic and policy level to guarantee the effective implementation of EMI. There were many obstacles that hindered this. Low teacher qualifications, inadequate resources and infrastructure, teacher transfers, and inadequate training to cope with the challenges of EMI were among the examples. So, there was a need to address these issues by a higher-level authority.

The study's findings could also be used by professional organizations like NELTA at the policy and state levels. Such organizations could take the initiative to organize need-oriented training for teachers, recognizing the socio-cultural barriers they face. The initiatives taken by such organizations could help to bridge the gap between policy implementation and classroom realities.

The study also found that teachers alone would not be able to cope with the challenges encountered in implementing EMI in the classroom, despite their motivation. The teacher's motivation sometimes clashed with systemic challenges that could only be addressed by providing structural support. Understanding the constraints, local governments could maintain relationships with external organizations that actively facilitate teachers' opportunities. The research found that for the sustainable implementation of EMI, coordination among various levels of government and supporting agencies is needed.

All participants were positive about the implementation of EMI and praised government initiatives to make it happen, especially those of the local government. They realized that EMI is necessary at all levels of course facilitation as it is an international medium of communication. However, participants' grievances were that due to cultural issues, it became hard to make students understand the importance of EMI. But the participants did not lose hope in EMI implementation, as the local government had begun to support it. In some domains, even local politics affected it and delayed the adoption of EMI practices. As an English teacher, the participant had no choice but to follow the prevalent circumstances. Participants, having learned from the GT method to arrive in EMI, seemed excited to have achieved at least some level of accomplishment. The head teacher needed to align the dominance of local politics with, and therefore defer to, EMI implementation, though, to some extent, it was positive in all minds. Despite the challenges, the participant's effort to maintain EMI continued at the individual level. They organized formal programs to promote English language education, such as NELTA.

This research highlighted five themes under the following categories: self-motivation; evolution from GT to EMI teacher; students' demotivation and the school system; professional development of teachers and their relationship to EMI; and support from authority. The key finding was that the core challenges were the school system and student demotivation stemming from cultural diversity and home environments. Despite various challenges in implementing EMI, its participants did

not give up on it and did their best within their capacity. However, the participants were obliged to switch the code frequently because students approached the head teacher to express dissatisfaction with only EMI. Common to all participants was that English was taught by a teacher who did not major in English in their higher education. Teachers teaching other subjects that are supposed to be taught in EMI did use Nepali. This created a situation in which English teachers became stuck and were reluctant to fully implement EMI.

Implications

Local Government

The local government may be benefited by this research and increase investment in English language teaching by providing adequate funding, resources, and regular training programs for teachers in rural community schools, ensuring that quality education reaches even the most remote areas of Nepal. Local government should create a system for English language teachers to participate in NELTA International conferences for their professional growth. Curriculum Development Center keeps local content in English courses. The government should provide ELT-related training to English teachers for their professional growth.

Local Teachers

This research helps local teachers to understand the real situation of teaching English and participate in continuous professional development programs and peer learning networks, improving the quality of English language teaching in rural community schools.

NELTA Policy

This research certainly helps the NELTA member to understand the real situation of English learning and teaching in the rural area of transitioning Nepal. It also can provide insight to construct and develop appropriate and adequate training and resources based on the findings of this research.

Reflection

As I remember, when I learned about education at the young age of ten to fifteen, I used to take a bus from Mandandepur municipality to Panauti municipality with my mother. When I crossed the road from Dhulikhel to Banepa, I used to dream about Kathmandu University (KU) and wished to join it in my lifetime. My dream came true in 2019 when I joined the MPhil. Program on ELE, which I learned about through one of my respected professors, whom I met at the teachers' training in

Mandandeupur. Because of his motivation and inspiration, I started MPhil. ELE with some of my supportive and helpful colleagues.

When I graduated with a Master's of Arts from Tribhuvan University, I joined a one-year B.Ed. at Sonothimi Campus in 2015 to obtain a degree in education, as the government made a teaching license compulsory. The degree also motivated me to join and pursue interests in the educational field while I engaged in NGO CHREPA in the field of Research. So, my dream of being a researcher and earning another degree from KU from my childhood strikes me from time to time. Luckily, I got a chance to enroll in the MPhil. program at the Dhulikhel Cohort in August 2019 at the heart of Kavre. Then I felt satisfied when the Kathmandu University, School of Education, team brought the MPhil. program to Dhulikhel, because there is no limit to my happiness. I feel that if the program had not been brought to Dhulikhel, it would have been impossible for me to obtain my degree from Kathmandu University in Mandandeupur Municipality, Kuntabeshi. Finally, I decided to join the ELE program at Dhulikhel Cohort in the fall of 2019. I filled up the form with one of the Lecturers in his compartment, who informed me about the entrance examination after a week. I then returned from the university, and innumerable questions appeared in my mind regarding the preparation for the entrance examination.

The days were going on; my mind was always in a dilemma till I appeared in the entrance examination. While I completed my entrance examination, I was eligible for the written tasks. Then, the interview remained to be encountered. Waiting for an hour for the entrance test results to be published. When time was over, and I was getting ready to interview three of the versatile professors and Lecturers of KU with a pleasing wave, I was there to proceed with my introduction. Later, I saw them as the Head of the department and Professors, which highly motivated me to join MPhil. at KU. Their approachable comportment and alluring personality influence me. Some days later, I was informed about my assignment by phone, which enrolled me with eight colleagues in ELE at the Dhulikhel Cohort in the fall of August 2019. That was the day my cheerfulness grasped my childhood dream. There is the saying that the daydream won't be fulfilled, but my eagerness made my dream come true. It was as difficult to turn my daydreams into reality and make time for my education.

Gratifying responsibility, beginning at 6 am to 4 pm, and reaching Dhulikhel from Mandandeupur municipality was really challenging. The bumpy, muddy rolling road and long line of tippers add more challenges to reaching class on time. Every

day, riding a bike for about 25 km to reach the physical class in Dhulikhel was not easy. Each journey with the seasonal change, Tipper panicked, and returning home at night between 8 pm and 9 pm was a dreary task. Each day, I found my daughter, my better half, and my guardians waiting for my arrival. Traveling home, consequently, behind time and struggling to accomplish the tasks and review the different articles, remained challenging assignments for me. To be honest, I was not too sure I would be able to complete all the programs and achieve my dream of pursuing higher education due to various obstacles, as I mentioned earlier.

Sometimes I used to unknowingly jot down something about life in the diary. It is very hard to overcome the various barriers to reach the destination, but we have to keep walking. Now, when I was struggling in my research, I became someone who was struggling to find what would pay me a lot later. So, I continued my dedication to get my degree and explored new things. I am always motivated by my parents, professors, colleagues, and my position in the Private Boarding School. When I continued the programs with a different curriculum, I further developed pedagogical and professional abilities to work with different staff. Some colleagues were motivated to pursue MPhil. and joined KU as well. Even though my struggles or trials in my study were not completed. I should undertake research for my dissertation and identify appropriate research questions. It's very hard to find an appropriate research question and decide on a research topic at the beginning. I had not decided on my research topic despite taking advice from my lecturers, chatting with my partners, and reading several papers till the second Semester of the program. I won't forget the days of the Second Semester when we gathered with the professors and colleagues for our research paper for long hours. Now I recall a lot of my past studies up to the master's level, and how I completed my Master of Arts without undertaking any research or writing any journals. Despite that, I shared my experience with one of my colleagues. Finally, when I shared, I was struck with the question, "How is the English language used in community schools' classrooms?" Such questions come to mind, and I consult the professors, who convince me to choose the research topics.

After that, I continued consulting extensively with professors and my MPhil. colleague until my proposal was finalized. Even though I had completed my Proposal, I was still confused about the various methods, paradigms, and related concepts. Because of the helpful behavior and dedicated professor towards me and coworker support, I chose the topic of English Language with an interpretive paradigm and

narrative inquiry, and presented a proposal in front of them. Then, I presented it to pass my proposal.

When I defended my proposal, I could not continue further. I was in a traumatic condition due to the sickness of my own infant baby (a two-and-a-half-month-old baby), who is my second daughter after nine years, and against my will. The traumatic moment continues to this day. She can't stand up and speak about her difficulties. I agonized economically and emotionally. It's so hard to be overwhelmed. I was about to leave my MPhil. voyage of education. My wife and I are always busy solving the problem of my daughter going to the hospital for physiotherapy on a daily basis. Taking responsibility for my daughter and family, and fulfilling duties from 6 am to 6 pm in the evening because of the distance to my workplace, made me disappointed with my academic journey. I felt contactless with my colleagues and with Kathmandu University. But four years later, one of my MPhil. colleagues rang me about the chance to complete the notice for the research paper. After that, I pursued a master's degree at Kathmandu University School of Education and was motivated by my supervisor, who helped sustain my research. The encouragement from the Professor and colleagues pushed me to engage and complete my research paper, which was the only one left. Five years later, I again got support from the university to complete my degrees. I further dedicated myself to returning to complete my research work. Then I again tried to gather my thoughts on my research paper.

After that, I began reviewing journals from an English-medium Instruction [EMI] perspective. Then I chose the teachers' insights and the exercise in the School about EMI and learning as my issue; I looked for a school and some teachers to collect the essential data. Because of that, I chose my birthplace, Mandandeupur, and visited the government Secondary School, where EMI has been implemented since 2017. For the first time, choosing a secondary school was hard, but I still had to complete my research paper. So, I went to the school where EMI was implemented. When I went to school, I asked my English teacher for help. Some of the teachers at first denied the questioner and answered properly too; later, they became too helpful in collecting my research data. I found my participants too helpful, which gave me a positive vibe. The time was conceded so early during my survey of participants' kindness. I found a lot of information I hadn't considered. I was emotionally attached to them as colleagues. They also promised me further support in my research and educational fields. Afterward, I found my research too interesting while I got help.

Those people had played a very vital role in my life, but I had to reminisce about the boundaries as fine. I also assured participants that they could keep in touch through social media.

When I reached the interview section, I got confused again while writing, so I consulted my supervisor before proceeding. I got help from my coworker and a Professor once again with my delay difficulties. Then, I was responsible for developing the themes of my research paper. The continuity of my supervisor's support, constant communication, and his productive comments strengthened me when I needed to improve my writing. I successfully reached the end of my research paper after piloting noteworthy challenges, uncertainty, and moments that left me pessimistic and totally anxious about myself.

Chapter Summary

This chapter highlighted the implications of the study for local government, teachers, and Nepal English Language Teachers' Association in improving EMI implementation in rural community schools. The findings showed that teachers were motivated and gradually shifted from the Grammar Translation method to EMI, but their efforts were limited by a lack of resources, infrastructure, training, and socio-cultural challenges. The study emphasized the need for stronger policy support, funding, and coordination among different levels of government. It also reflected the researcher's personal academic journey and challenges while completing the research.

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