

**English Teachers' Experiences with Mother Tongue-Based Multilingual Education**

**Approach in Community Schools of Dhading**

**Dipak Tamang**

**A Dissertation for the Degree of Doctor of Philosophy in English Education**

**Submitted to**

**Graduate School of Education**

**Office of the Dean**

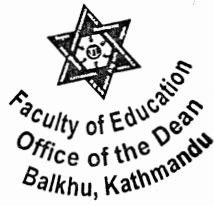
**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

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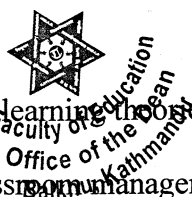
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The mother tongue based multilingual education (MTB-MLE) approach supports students to transfer their knowledge, skills, experiences, learning concepts and methodologies from their mother tongue to additional languages. This is especially pertinent within the realm of primary level school education for the indigenous students. The objectives of the study are to explore the English teachers' experiences on the pedagogical knowledge and practices giving emphasis on curriculum knowledge, content knowledge, teaching methods, medium of instruction, classroom management, and teacher preparation in the context of MTB-MLE implemented schools, and to make the meaning of English teachers' experiences.

Adopting a hermeneutic phenomenological research design and employing in-depth phenomenological interviews and interactions as the primary data collection methods. The present study undertakes an exploration of the experiences of seven English teachers, purposively selected to ensure a diverse representation comprising six male and one female teacher. The data have been analyzed and discussed thematically utilizing ATLAS.ti in connection with the schema, linguistic interdependence, and multi-competence theories. The focus is on elucidating their perspectives on the application of MTB-MLE within the context of community schools implementing the MTB-MLE framework in the Dhading district of Nepal. This study offers significant insights into the perspectives and instructional practices of teachers concerning the integration of MTB-MLE in English as a foreign language (EFL) class.

The major findings of the study demonstrated the importance of teachers' competencies, including curriculum, content, and teaching methods. These competencies enhance teacher professional development, enhance instructional



quality, improve lesson planning, apply learning theories in the classroom, improve students' learning outcomes, ensure classroom management by engaging students in different activities and motivate students in learning. Additionally, the study presented the potential of the MTB-MLE approach in enhancing the teaching of English.

The study presented the significance of MTB-MLE in promoting equal and inclusive education for indigenous students within the framework of multilingual classrooms, contextual education, and motivation in students' learning. The findings demonstrated the impact of the MTB-MLE approach on the effective teaching and learning of English at the foundational level of school education for indigenous students in Nepal. The MTB-MLE approach empowers English teachers to broaden their competencies in curriculum, content, and teaching methods by providing training them with the practices of different teaching activities, involving them in curriculum development and material production.

In reflecting on the completion of my dissertation, I faced several limitations that influenced various aspects of the study process. These limitations spanned across the research topic, study objectives, supporting theories, research design, contextual factors, the nature of the phenomenon under exploration, geographical constraints, selection of research sites, sampling consideration, data collection procedures and numerous challenges encountered throughout the study journey. I employed phenomenological research design to explore English teachers' experiences and the meaning of their experiences in terms of curricular knowledge and competence, content competence, methodological knowledge and practices, use of the MTB-MLE approach in teaching English and selection of appropriate language use. For the further study, ethnographic research design will be supportive to explore teachers' experiences and the meaning of teachers' experiences.



मातृभाषामा आधारित बहुभाषिक शिक्षा विधिले विद्यार्थीहरूलाई आफ्नो

मातृभाषाबाट अन्य भाषाहरूको सिकाईमा ज्ञान, सीप, अनुभव, सिकाई अवधारणाहरू र विधिहरू उपयोग गर्न सहयोग पुऱ्याउँछ। यो विधि प्राथमिक तहको विद्यालय शिक्षामा, विशेषतः आदिवासी (indigenous) विद्यार्थीहरूको सन्दर्भमा, अझ महत्त्वपूर्ण छ। यस अध्ययनको उद्देश्यहरू मातृ भाषामा आधारित बहुभाषिक शिक्षा कार्यक्रम लागू गरिएका विद्यालयहरूमा अंग्रेजी विषय शिक्षण गर्ने शिक्षकहरूको पाठ्यक्रम सम्बन्धी ज्ञान, विषयवस्तुको ज्ञान, शिक्षण विधिहरू, शिक्षण माध्यम, कक्षाकोठा व्यवस्थापन, र शिक्षक तयारी जस्ता पक्षहरूमा अनुभवहरूको अन्वेषण गर्नु र ती अनुभवहरूको शिक्षण सिकाई सन्दर्भमा अर्थ लगाउनु हो।

यस अनुसन्धानले अर्थव्याख्यात्मक अनुभूतिवाद अनुसन्धान डिजाइनलाई अपनाउँदै, प्राथमिक तथ्याङ्क (data) संकलनका लागि गहिरो तात्त्विक अन्तर्वार्ता र अन्तरक्रियाहरूलाई मुख्य विधिहरूको रूपमा प्रयोग गरेको छ। अध्ययनले धादिङ जिल्लाका समुदाय विद्यालयहरूमा MTB-MLE ढाँचालाई कार्यान्वयन गरिरहेका सात अंग्रेजी शिक्षकहरूको अनुभवहरूको अन्वेषण गरेको छ। यी शिक्षकहरूलाई प्रतिनिधित्व विविधता सुनिश्चित गर्न पूर्वनियत चयन गरिएको थियो, जसमा छ जना पुरुष र एउटी महिला शिक्षक छन्। ATLAS.ti सफ्टवेयरको प्रयोग गरी तथ्याङ्क विश्लेषण गरिएको छ। शृङ्खला (schema theory), भाषिक परस्पर निर्भरता (linguistic interdependence theory), र बहु-क्षमता (multi-competence theory) सिद्धान्तहरूसँग सम्बन्धित विषयगत रूपमा छलफल गरिएको छ। यस अध्ययनले MTB-MLE ढाँचालाई विदेशी भाषाका (EFL) रूपमा अंग्रेजी शिक्षणमा समावेश गर्न शिक्षकहरूको दृष्टिकोण र शिक्षण अभ्यासहरूमा महत्त्वपूर्ण अन्तर्दृष्टि प्रदान गर्दछ।



यस अध्ययनका प्रमुख निष्कर्षहरू पाठ्यक्रम, विषयवस्तु, र शिक्षण विधिहरूजस्ता विषयमा शिक्षकहरूको दक्षताको महत्त्वलाई उजागर गरेको छ। यी शिक्षकहरूका दक्षताहरूले व्यावसायिक विकासलाई प्रवर्द्धन गर्दछ, शिक्षण गुणस्तर सुधार गर्दछ, पाठ योजनालाई प्रभावकारी बनाउँछ, कक्षाकोठामा शिक्षण सिद्धान्तहरूको प्रयोग सुनिश्चित गर्दछ, विद्यार्थीहरूको सिकाइ परिणाम सुधार गर्दछ, कक्षाकोठा व्यवस्थापन सुनिश्चित गर्दछ, र विद्यार्थीहरूलाई सिकाइमा उत्प्रेरित गर्दछ। यस अध्ययनले अंग्रेजी शिक्षणमा MTB-MLE विधिको सम्भावनालाई प्रस्तुत गरेको छ।

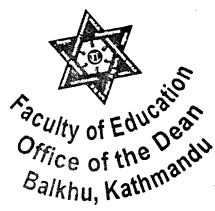
यस अध्ययनले बहुभाषिक कक्षाकोठा, सन्दर्भगत शिक्षा, र विद्यार्थीहरूको सिकाइमा प्रेरणाको ढाँचामा आदिवासी विद्यार्थीहरूका लागि समान र समावेशी शिक्षाको प्रवर्द्धनमा MTB-MLE को महत्त्वलाई प्रस्तुत गरेको छ। यसले नेपालका आदिवासी विद्यार्थीहरूको आधारभूत तहको विद्यालय शिक्षामा अंग्रेजी शिक्षण र सिकाइलाई प्रभावकारी बनाउने MTB-MLE विधिको प्रभावलाई उजागर गरेको छ। MTB-MLE विधिले अंग्रेजी शिक्षकहरूलाई पाठ्यक्रम, विषयवस्तु, र शिक्षण विधिहरूमा आफ्नो दक्षता विस्तार गर्न प्रशिक्षण गर्दछ। मातृ भाषामा आधिरत बहुभाषिक शिक्षा विधिले यसका अतिरिक्त विभिन्न शिक्षण गतिविधिहरू अभ्यास गराउँदै, पाठ्यक्रम विकास तथा सामग्रीहरू निर्माणमा सशक्त रूपले सहभागी गराउँदछ।

मेरो शोध-प्रबन्धको पूर्णतामा आत्म परीक्षा गर्दा, अध्ययन प्रक्रियाका विभिन्न पक्षहरूमा प्रभाव पार्ने केही सीमितताहरू सामना गर्नु पर्‍यो। यी सीमितताहरूमा समर्थन सिद्धान्तहरू, अनुसन्धान डिजाइन र सन्दर्भीय पक्षहरूमा देखा परे। मैले अंग्रेजी शिक्षकहरूको पाठ्यक्रम ज्ञान र दक्षता, विषयवस्तु दक्षता, विधागत ज्ञान र अभ्यास, MTB-MLE विधिको प्रयोग, र उपयुक्त भाषा प्रयोगको चयनको सन्दर्भमा अनुभवहरूको अन्वेषण गर्न तात्त्विक अनुभवजन्य अनुसन्धान डिजाइन अपनाएको थिएँ। आगामी अध्ययनका



Ministry of Education  
Office of the Director  
Balkhu, Kathmandu

लागि, शिक्षकहरूको अनुभवहरू र विद्यार्थीहरूको अर्थहरू अन्वेषण गर्न ethnographic research design सहायक हुनेछ ।



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I hereby declare that, to the best of my knowledge, this dissertation entitled “English Teachers’ Experiences with Mother Tongue-Based Multilingual Education Approach in Community Schools of Dhading” is my original work except where otherwise stated. This work has not previously been accepted and is not being currently submitted in candidature for any other research degree to any university.

I understand that my dissertation will be part of Tribhuvan University Library collection. My signature below reveals the consent for my dissertation to be available to any reader upon request for scholarly purpose.

.....

Dipak Tamang

November 6, 2024 (2081-07-21 B.S.)



I am pleased to certify that Mr. Dipak Tamang has prepared and submitted his dissertation entitled “English Teachers’ Experiences with Mother Tongue Based Multilingual Education Approach in Community Schools of Dhading” for the Doctor of Philosophy (PhD) degree in English Education. I recommend the dissertation to the esteemed Research Committee, the Faculty of Education, Tribhuvan University, Kathmandu, for acceptance.

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This dissertation entitled “English Teachers’ Experiences with Mother Tongue Based Multilingual Education Approach in Community Schools of Dhading”

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## Table of Contents

Abstract .....	i
शोधसार .....	iii
Declaration .....	vii
Recommendation .....	viii
Approval Letter .....	ix
Acknowledgements .....	x
Table of Contents .....	xii
List of Tables .....	xviii
List of Figures .....	xix
Lists of Acronyms and Abbreviations .....	xx
Chapter One .....	1
Introduction .....	1
Motivation for the Study .....	1
Background of the Study .....	3
Statement of the Problem .....	7
Rationale of the Study .....	9
Objectives of the Study .....	11
Delimitations of the Study .....	12
Definitions of the Operational Terms .....	12
Chapter Summary .....	13
Chapter Two .....	15
Review of the Related Literature .....	15
Review of Conceptual Literature .....	15
Mother Tongue Based Multilingual Education Approach .....	15

Pedagogical Knowledge of MTB-MLE .....	19
Lived Experience.....	21
Theoretical Framework of the Study.....	22
Schema Theory of Learning .....	22
Linguistic Interdependence Theory .....	24
Multi-Competency Theory .....	26
Empirical Literature Review .....	27
Language Policy and Implementation.....	27
Multilingual Classrooms and Translanguaging.....	29
Mother Tongue Based Multilingual Education Approach .....	31
Teacher Perceptions and Competencies .....	33
Global Perspectives on Multilingual Education.....	34
Impact on Academic Performance and Literacy .....	35
Challenges and Issues in Implementation .....	36
Multicultural Education.....	38
Conceptual Framework of the Study.....	40
Research Gap .....	42
Implications of the Review for the Research .....	44
Chapter Summary.....	44
Chapter Three.....	46
Methods and Procedures .....	46
Research Paradigm: Interpretivism .....	46
Research Design: Hermeneutic Phenomenology .....	47
Research Site .....	49
Research Participants .....	50

Tools for Data Collection .....	54
Data Collection Methods.....	54
Data Analysis Procedures.....	55
Trustworthiness .....	60
Collaboration .....	61
Ethical Considerations .....	62
Voluntary Informed Consent.....	62
Confidentiality and Anonymity.....	62
Due Respect and No Harm to the Participants .....	63
Researcher’s Rigor and Honesty .....	63
Chapter Summary.....	63
Chapter Four .....	65
Data Interpretation and Analysis .....	65
Teachers’ Pedagogical Knowledge in Classroom.....	65
Teachers’ Knowledge of Students.....	66
Knowledge of Classroom Management .....	69
Pedagogical Knowledge .....	72
Knowledge About Learning Theories and Their Implications.....	76
Teachers’ Professional Knowledge .....	79
English Teachers’ Competencies .....	82
Teachers’ Competencies on Content Knowledge .....	83
Teachers’ Competencies on Methods and Techniques .....	86
Teachers’ Competencies on Curriculum Knowledge.....	89
Classroom Practices .....	95
Use of Mother Tongue in Teaching English .....	96

Contextualization in Teaching English .....	101
Use of ICT in Teaching English.....	106
MTB-MLE Approach in Teaching English .....	109
Pedagogical Challenges and Strategies .....	113
Linguistic Landscape in Learning English.....	116
Evaluation.....	118
Use of Translation Method in Teaching English.....	120
Teacher Preparation Process .....	123
Teachers' Involvement in Developing Materials .....	124
Teaching as Knowledge Transferring in Students .....	129
Teacher Training and Professional Development .....	131
Teachers' Teaching Preparation.....	134
Chapter Summary.....	138
Chapter Five.....	139
Discussions .....	139
Teachers' Pedagogical Knowledge in Classroom.....	139
Teachers' Knowledge of Students.....	141
Knowledge of Classroom Management .....	143
Pedagogical Knowledge .....	145
Teachers' knowledge about Learning Theories and Implications.....	146
Teachers' Professional Knowledge .....	148
English Teachers' Competencies .....	150
Teachers' Competencies on Content Knowledge .....	151
Teachers' Competencies on Methods and Techniques .....	153
Teachers' Competencies on Curriculum Knowledge.....	155

Classroom Practices .....	158
Use of Mother Tongue in Teaching English .....	159
Contextualization in Teaching English .....	162
Use of ICT in Teaching English.....	163
MTB-MLE Approach in Teaching English .....	164
Pedagogical Challenges and Strategies .....	167
Linguistic Landscape in Learning English.....	168
Evaluation.....	170
Use of Translation Method in Teaching English.....	171
Teachers' Preparation Process .....	172
Teachers' Involvement in Developing Materials .....	173
Teaching as Knowledge Transferring in Students .....	174
Teacher Training and Professional Development .....	175
Teachers' Teaching Preparation.....	176
Limitations of the Study.....	177
Chapter Summary.....	179
Chapter Six.....	181
Conclusions, Implications and Future Directions .....	181
Conclusions .....	181
Implications of the Findings .....	184
Contribution of the Study.....	186
Future Direction for Further Research .....	189
Chapter Summary.....	190
References.....	191
Appendices.....	221

Appendix I: Interview and Interaction Guidelines for English Teachers .....	221
Appendix II: Sample Interview Transcriptions .....	222
Appendix III: Originality Report .....	310

**List of Tables**

<b>Table 1.</b> <i>Demographic Details of the Participants</i> .....	51
<b>Table 2.</b> <i>Sample of Transcription and Translation of the Data</i> .....	56
<b>Table 3.</b> <i>Overall Thematic Findings of the Study</i> .....	137

## List of Figures

<b>Figure 1.</b> <i>Iceberg Model of Language Interdependence</i> .....	25
<b>Figure 2.</b> <i>Conceptual Framework of the Study</i> .....	42
<b>Figure 3.</b> <i>List of Documents Added to ATLAS.ti Project</i> .....	57
<b>Figure 4.</b> <i>An Example of Coding</i> .....	57
<b>Figure 5.</b> <i>Final Exhaustive List of Codes</i> .....	58
<b>Figure 6.</b> <i>List of Code Groups as the Major Thematic Findings</i> .....	59
<b>Figure 7.</b> <i>Code-Group-Wise Code Report With Comments and Quotations</i> ..	59
<b>Figure 8.</b> <i>Codes Supporting Teachers' Pedagogical Knowledge</i> .....	66
<b>Figure 9.</b> <i>Codes Supporting Teachers' Competencies</i> .....	83
<b>Figure 10.</b> <i>Codes Supporting Existing Classroom Practices</i> .....	96
<b>Figure 11.</b> <i>Codes Supporting of Teachers' Preparation Process</i> .....	124

### **Lists of Acronyms and Abbreviations**

CBS:	Central Bureau of Statistics
DEO:	District Education Office
ELT:	English Language Teaching
EMI:	English Medium Instruction
L1:	First Language
LPP:	Language Policy and Planning
MLE:	Multilingual Education
MOI:	Medium of Instruction
MTB MLE:	Mother Tongue Based Multilingual Education
NCF:	National Curriculum Framework
NEC:	National Education Commission
NEP:	National Education Plan
NESP:	National Education System Plan
NMI:	Nepali Medium Instruction
NNEPC:	Nepal National Education Planning Commission
RP:	Resource Person
SMC:	School Management Community
TU:	Tribhuvan University

## **Chapter One**

### **Introduction**

This introductory chapter lays the foundation for the dissertation by presenting the background and motivation of the study, articulating the statement of the problem, outlining the rationale, mentioning the identified objectives, emphasizing the significance, and specifying the delimitations of the study. Furthermore, this chapter provides comprehensive definitions of key terms, followed by an overview of the dissertation's structure.

#### **Motivation for the Study**

The motivation for this research study originated from real-life experiences that profoundly ignited my interest in language learning. At the age of fourteen, during a trip to Pokhara with my father, I observed the significant linguistic challenges my community faced when interacting with tourists. The language barrier created a palpable sense of frustration and helplessness, instilling in me a burning desire to bridge this gap and communicate effectively. Upon my return to my village school, the introduction of English instruction presented me with additional challenges. The stark disparity between my Tamang background and the unfamiliar cultural context of the English teachers made the learning process even more daunting.

Despite these challenges, I embarked on the journey of learning English in grade four, confronting obstacles such as rote memorization and translation difficulties. Initially, translating English into Tamang and Nepali facilitated my understanding and gradually enabled me to become fluent in all three languages. The vivid memories of basic vocabulary from those early lessons remain with me,

underscoring the lasting impact of visual aids in textbooks and the early stages of my linguistic journey.

This journey continued through my college years, where a serendipitous discovery of a project related to the Mother Tongue-Based Multilingual Education (MTB-MLE) program significantly shaped my path. This unexpected opportunity led me to join as a researcher, seamlessly connecting my personal language-learning experiences with a professional commitment to exploring multilingual education. My background, marked by linguistic struggles and triumphs, fueled my passion to contribute to a nuanced understanding of MTB-MLE, particularly from the perspective of basic-level English teachers in community schools in my native Dhading.

Moreover, with over eleven years of professional experience as a teacher, trainer, and researcher within the MTB-MLE program across diverse language communities and locations in Nepal, including engagement with the Rajbanshi community in Jhapa, my enthusiasm for researching the application of MTB-MLE in school education has only grown stronger. This extensive experience has provided me with a comprehensive understanding of the program's impact and the unique challenges faced by various linguistic communities.

Furthermore, in my dual role as a student in the field of English education and as a teacher of English, I am driven to investigate the implementation of MTB-MLE in English as a Foreign Language (EFL) classes, focusing specifically on the perspectives of teachers. I strategically chose the basic level of school education for this study, as the adoption of MTB-MLE is predominantly observed at this level within the context under study. This focus allows for an in-depth exploration of the

foundational stages of language education and the critical role of mother tongue instruction in shaping effective multilingual learning environments.

### **Background of the Study**

The MTB-MLE program, recognized globally for its effectiveness in education, advocates for the integration of students' mother tongues alongside a second or foreign language (Burton, 2013). However, the implementation of this program varies across regions, with some nations wholeheartedly embracing MTB-MLE into their educational frameworks, while others are still exploring its potential benefits.

In the context of Nepal, the MTB-MLE program has been conducted in language communities, including Maithili, Tamang, Doteli, Awadhi, Bhojpuri, Tharu, Magar, Limbu, Bajika (Department of Education, 2015). All the programs look similar in terms of teacher training and evaluating teachers' competencies. The consistency in providing teacher training and evaluating teachers' competencies in schools implementing MTB-MLE in Nepal is deemed crucial for the current educational landscape (Department of Education, 2015). The diversity of languages covered by the program in Nepal adds complexity, emphasizing the need for a comprehensive understanding of its implementation from the perspective of its stakeholders.

Research, both international and national, presents the global significance of the MTB-MLE approach. J. C. Richards and Rodgers (2001) emphasize the role of the first language (L1) in enabling children to express their knowledge fully, positioning MTB-MLE as a crucial tool for enhanced learning and skill development. Cummins (2009) highlights the significance of planned multilingual education programs in developing fluency, literacy, and academic achievement among marginalized student

groups. MTB-MLE becomes a method for teaching that nurtures language skills and cognitive development, fostering sustainable and meaningful learning experiences.

Similarly, examining the mother tongue ideology and multilingual education policy, Kaplan and Baldauf (1997) acknowledge the challenges in defining ‘mother tongue.’ Nonetheless, the use of the child’s L1 as an instructional medium, transitioning gradually to L2 in primary school, is a common practice in MTB-MLE education (Carol Benson, 2002). Rai (2018) reinforces that MTB-MLE significantly contributes to the self-esteem, respect, and meaningful learning of children from ethnic and linguistic minorities.

Mother tongue based multilingual education (MTB-MLE) is an approach that enhances students’ learning across the languages and contents. This approach seems relevant for the students of early grades, those who are from ethnic language groups. Students learn to read and write in their mother tongues and they learn to read and write in other languages like Nepali and English language. English teachers integrate students’ mother tongues (Tamang), Nepali and English together while teaching English for making better understanding about language instruction and teaching contents at primary level education.

They bring their language and background knowledge from their home to school. Their teachers teach them to read and write in their mother tongue and teachers add languages and knowledge on the basis of their first language and background knowledge. In the MTB-MLE approach, students transfer their learning concepts, skills, methods, knowledge, and experiences from their mother tongue to other languages. Their first learning helps them to learn new language and knowledge. This process allows students to transfer their learning concepts, skills, knowledge, and experiences from their mother tongue to other languages and learning contents with

better understanding (Cummins, 2007). Students' first language supports them in acquiring additional languages easily by connecting their linguistic repertoire and ideas across languages (Garcia, 2013a).

In Nepal, challenges faced by language minority groups, as presented by (Awasthi, 2004), demonstrated the importance of promoting non-Nepali languages as the medium of instruction (MOI) in schools. The dropout rate among language minority students emphasizes the need for MTB-MLE to address linguistic and cultural barriers.

Considering the high dropout rates due to linguistic challenges, MTB-MLE emerges as a crucial strategy to minimize dropout rates among ethnic groups in schools. MTB-MLE at the primary level provides meaningful and contextually relevant teaching, facilitating the transition of learning skills, conceptual understanding, and cognitive development across different languages for ethnic group students.

The role of teachers' competencies in MTB-MLE is critical for enhancing professionalism. The Teacher's Competency Framework outlined by the National Centre for Educational Development (2015) emphasizes content knowledge, pedagogical knowledge, knowledge about children/learners, learning environment and classroom management, communication and collaboration, continuous learning and professional development, legal bases and professional conduct, and information and communication technology.

Nepal's linguistic and cultural diversity significantly complicates English language teaching, particularly for Tamang students in the Rubi Valley and Khaniyabas Rural Municipalities. These students encounter a multitude of challenges, such as language barriers, limited proficiency in English, and a lack of English

practice at home, all of which impede their ability to thrive in English classrooms. Furthermore, English teachers who primarily speak Nepali face additional difficulties, including a lack of curriculum competence, insufficient content knowledge delivery, and inadequate proficiency in English themselves.

The competencies of teachers are multifaceted, encompassing not only language proficiency but also curriculum knowledge, teaching methods, theoretical and practical skills, and the principles of pedagogy. These competencies are crucial for delivering quality education, enabling students to achieve better academic outcomes and fostering sustained and effective learning environments.

This study aims to shed light on the critical need to explore English teachers' experiences concerning pedagogical knowledge and practices within schools implementing MTB-MLE. By examining the specific challenges faced by Tamang students and considering the broader implications for other ethnic minority groups, this research emphasizes the urgency of understanding and enhancing the competencies of English teachers.

The current study focuses on the experiences of primary level English teachers using the mother tongue of the students (Tamang) alongside English in community schools located in the Tamang community, specifically in Rubi Valley. The goal is to bridge the gap between teachers' lived experiences and the theoretical underpinnings of MTB-MLE, thereby fostering a more nuanced understanding of the challenges and opportunities that arise within this unique educational framework.

Through this research, I aim to inform future pedagogical practices, policy considerations, and professional development initiatives for English teachers operating in an MTB-MLE environment. By doing so, the study seeks to address the critical need for improved teaching strategies and better educational outcomes for

Tamang students and other ethnic minority groups in Nepal. This research presents the importance of adapting educational practices to accommodate linguistic and cultural diversity, ultimately contributing to a more equitable and effective educational system.

### **Statement of the Problem**

Rubi Valley Rural Municipality and Khaniyabas Rural Municipality of Dhading district have implemented Mother Tongue Based Multilingual Education program at the pre-primary level. Mainly, students are from Tamang language and cultural background. They hesitate to speak Nepali language in the classroom. English is another difficult language for them to speak and understand. So, teachers teach English in Tamang language. They have very limited access to practice English that leads to poor speaking and comprehension skills. As a result, they have low motivation and interest in learning English. Though qualified teachers are appointed by Nepal government in the MTB-MLE implemented schools, they are not trained as per MTB-MLE perspective, theories and principles. They lack pedagogical competencies like pedagogical skill, teaching skill and curricular knowledge. Additionally, English teachers generally don't use lesson plans in any organized way, they are not competent in delivering contents. They are unable to integrate technology in teaching activities.

Students face difficulties to understand English and contents while learning English. They face language barrier, they have poor language proficiency, they have limited access to speak English and limited English vocabulary. Due to language barrier, they have not achieved expected learning outcomes in English subject. In addressing the language gap, scholars like Atkinson (1987), Schweers Jr (1999), Ferrer (2002), and Stern (1983) emphasize the importance of acknowledging and

incorporating students' mother tongue (Tamang language) in English classes. Additionally, The constitution of Nepal (2015) declared that The Right to language by stating each community shall have the right to operate schools up to the primary level in its own mother tongue for imparting education to its children and linguistic minorities to be recognized and supported by the government.

Despite the global recognition of MTB-MLE's effectiveness, there is a remarkable lack of understanding about MTB-MLE program in English teachers in relation to their pedagogical knowledge and practices within the MTB-MLE implemented schools, particularly in the mentioned rural municipalities. In the context of MTB-MLE schools in Rubi Valley Rural Municipality and Khaniyabas Rural Municipality in Dhading, this study aims to explore and bridge the gap between theoretical underpinnings and teachers' experiences, offering insights to shape future pedagogical practices, inform policy considerations, and guide professional development initiatives.

As I experienced being a teacher and trainer of MTB-MLE program in Tamang community schools of Dhading district of Nepal, I faced problems within me and observed problems within the concerned teachers of English regarding the deeper understanding of the curriculum, teaching contents, effective contextual teaching methods and real practices of MTB-MLE approach in the community schools of Dhading. In this study, I have explored the answers to the dissatisfactions of mine and the teachers, intermingling the participants' experiences with mine for the deeper and better understanding of the issue. No one has explored yet on the issue of English Teachers' Experiences with Mother Tongue Based Multilingual Education Approach in Community Schools of Dhading particularly in Tamang language spoken community using phenomenological research design.

## **Rationale of the Study**

The rationale for the research study revolves around the effectiveness and appropriateness of a Mother Tongue-Based Multilingual Education (MTB-MLE) approach for students belonging to ethnic groups. This approach is deemed highly suitable and contextual for providing sustainable and lifelong education, especially within the framework of monolingual classrooms.

The foundation of this rationale lies in the understanding that students acquire education more effectively when it is imparted in their mother tongue, subsequently expanding to other additional languages. This process involves the transfer of knowledge, experiences, skills, learning concepts, methods, and techniques. By providing education in the mother tongue to marginalized or ethnic groups, a distinct educational identity is established, fostering an inclusive environment and motivating students to engage in reading and writing in their native language.

The government of Nepal has recognized the value of Mother Tongue-Based Education (MTE) and acknowledged the importance of mother tongue in education. This acknowledgment is reflected in the evolution of language policies, such as the pluralistic language policy initiated by the government (Weinberg, 2013). Additionally, constitutional provisions since 1990, including the interim constitution of 2007 and the Constitution of Nepal in 2015, have expressed the significance of mother tongue-based education, especially at the primary level.

In the context of MTB-MLE, the Department of Education's report in 2015 highlights the use of minority languages/indigenous languages as a medium of instruction in numerous classrooms across public schools in the Terai and Hill districts. The curriculum development for these languages is facilitated by the Curriculum Development Centre (CDC), with 21 curriculums designed for different

minority languages. The 'Education For All' National Plan of Action (2001-2015) has further promoted the implementation of Mother Tongue-Based Multilingual Education Guidelines.

The MTB-MLE approach is positioned as an effective and innovative alternative to existing early education models that neglect the home language and cultural experiences of children. Traditional submersion forms of education often result in subtractive language learning, school failure on a large scale, and high rates of student disengagement. Recognizing the potential benefits of developing language proficiency in students, the research emphasizes the positive impact on cognitive skills, humanistic understanding, academic achievement, economic benefits, linguistic abilities, social skills, and political cooperation between diverse groups (ACDPINDONESIA, 2014).

The role of pedagogical knowledge and practices is paramount in successfully transitioning students from their mother tongue to other additional languages. This involves establishing connections between students' pre-existing knowledge and new knowledge during the learning process. Worldwide, there is a growing concern about teachers' pedagogical knowledge and practices, encompassing aspects such as language knowledge, second language acquisition, teacher education, personal practical knowledge, and professional development (J. C. Richards & Burns, 2012). Addressing these concerns is crucial for the effective implementation of the MTB-MLE approach and ensuring positive educational outcomes for diverse student populations.

## **Objectives of the Study**

This study aims to delve into participants' lived experiences regarding the phenomenon, aligning with the context of MTB-MLE in basic-level school classrooms. The specific objectives are as follows:

1. To explore the English teachers' experiences on the pedagogical knowledge and practices in terms of curriculum knowledge, content knowledge, teaching methods, medium of instruction, MTB-MLE approach, classroom management and teacher preparation process in the context of MTB-MLE implemented schools,
2. To explore the meaning of English teachers' experiences on the pedagogical knowledge and practices in English subject teaching classrooms.

## **Research Questions**

The following research questions were set to achieve the objectives of the entire study.

1. How do English teachers experience pedagogical knowledge and practices in the context of MTB-MLE implemented schools?
  - a) Why do English teachers focus on teachers' pedagogical knowledge in the classroom?
  - b) What do English teachers experience regarding their competencies including curriculum, content and teaching method?
  - c) How do English teachers perceive the existing classroom practices?
  - d) How do English teachers experience the teacher preparation process?

2. How do English teachers make sense of their experiences with curriculum knowledge, content knowledge, teaching methods, medium of instruction, the MTB-MLE approach, classroom management and teacher preparation?

### **Delimitations of the Study**

The delimitations of this study were as follows:

1. The study was limited to four MTB-MLE program implemented community schools of Rubi Valley Rural Municipality and Khaniyabas Rural Municipalities of Dhading district, Bagmati Province, Nepal.
2. The participants were limited to seven English subject teachers from MTB-MLE implemented schools at the primary level.

### **Definitions of the Operational Terms**

The definitions of the operational terms used in the present dissertation are as follows.

#### ***Bilingual Education***

Bilingual education is the use of two languages as a medium of instruction in the classroom. In the present study, bilingual education refers to Tamang-English bilingual education in the context of MTB-MLE implemented schools.

#### ***Community School***

Situated in Dhading, Nepal, the community school represents one of the distinct categories of schools legally recognized in the country, alongside institutional and religious schools. These community schools benefit from regular government grants allocated for teacher salaries and administrative needs. Since the restructuring of the government in 2015 BS, the local-level government has assumed responsibility for overseeing and managing the operations of community schools in Nepal (Bam, 2020).

### ***Mother Tongue***

Mother tongue, which technically is a person's native language/first language learnt from birth and spoken from early childhood, refers to the students' mother tongue, that is Tamang language in the researched context. In the context of study, the Tamang language is students' mother tongue that they daily use at home and in different domains.

### ***MTB-MLE***

MTB-MLE emphasizes the use of a child's mother tongue alongside additional languages to enhance the quality and sustainability of learning. In the scope of this research, Tamang serves as the mother tongue employed in ELT classrooms. Students learn to read and write in their own mother tongue and they gradually learn new languages and contents in other additional languages by transferring their learning concepts, skills, methods, techniques, and experiences through their mother tongue to other additional languages.

### ***Trans-Language***

Trans-language, as defined by represents an amalgamation of languages characterized by a systematic, strategic, affiliative, and sense-making process. In the specific context under investigation, this hybridization manifests between Tamang and English (Garcia, 2013b; Gutiérrez, 2008). It is a pedagogical process and practice that includes multiple languages to communicate in the multilingual classroom setting with meaning and better learning.

### **Chapter Summary**

Chapter one presents the background, motivation, problem statement, rationale, objectives, and research questions of the study, along with its significance and delimitations. It further illustrates how the research issue evolved from my

personal experiences related to language barriers to professional engagement in MTB-MLE programme in Nepal. Based on this theoretical ground, the study investigates the experiences of English teachers in Tamang-speaking communities about their pedagogical competencies, classroom practices, and challenges in integrating MTB-MLE in ELT classes. This study will contribute to equipping policymakers and researchers even more, on increasing knowledge about multilingual education, progress, and benefits regarding linguistic and ethnic minorities in Nepal, through exploration of the experiences of teachers.

## **Chapter Two**

### **Review of the Related Literature**

This chapter lays the groundwork for the research study, delving into an examination of both existing conceptual and empirical literature pertinent to the topic of investigation. Subsequently, it identifies a research gap. Additionally, the chapter integrates theoretical and conceptual frameworks, culminating in an exploration of the implications derived from the reviewed literature for the study.

#### **Review of Conceptual Literature**

Here, I review the concepts related to the topic of study in terms of MTB-MLE, and lived experience.

#### ***Mother Tongue Based Multilingual Education Approach***

Mother tongue based multilingual education approach is a process of providing education to children in their mother tongue. They learn to read and write in their mother tongue. They gradually transfer their learning concept, learning skills, method, knowledge and learning experience from their mother tongue to other additional languages in early grades. In this regard, UNESCO explains:

The language used in teaching is of central importance for enhancing learning. It is necessary to bridge home and school experiences by using children's mother tongue (s) as the medium of learning and teaching in the school. This helps children to develop necessary tools and literacy skills in order to move forward and acquire another language. (UNESCO, 2007, p. 19)

In the MTB-MLE, teacher uses children's mother tongue as the medium of instruction that supports children to understand better teaching content. They get motivated in learning and they confidently express their ideas in their mother tongue

with teachers and with friends. They learn to read and write in their mother tongue first and then in other languages, respectively. In addition, Hornberger (2009) states:

Multilingual education is, at its best, (1) multilingual in that it uses and values more than one language in teaching and learning, (2) intercultural in that it recognizes and values understanding and dialogue across different lived experiences and cultural worldviews, and (3) education that draws out, taking as its starting points the knowledge students bring to the classroom and moving toward their participation as full and indispensable actors in society-locally, nationally, and globally. (p. 2)

MTB-MLE approach maintains the values of multiple languages in teaching and learning. It supports both teacher and student to understand the values of more than one culture through experiences. Students bring knowledge and language from their home to school. They learn new knowledge, information on top of their prior knowledge and language. They expand their knowledge in education, being actors in society locally, nationally and globally.

In MTB-MLE, students get the opportunity of learning in their mother tongue, they interact with teachers and friends in their own language. They get education through multiple languages with inclusivity of their language in education, their mother tongue integration with English language. In this approach, students with the knowledge of their mother tongue learn at first in their own language having skills and methods and then they transfer their learning skills and methods into other languages. They connect new learning with their prior learning. They add new knowledge, information with their background knowledge in their early grades. They read and write with better understanding in L1, L2 and L3 respectively. They develop their basic interpersonal communication skills and gradually develop their cognitive

academic language proficiency in MTB-MLE. In MTB-MLE, teachers are required to have knowledge and practices of more than one language in a multilingual classroom setting. They know and understand the importance of mother tongue, the inclusivity of mother tongue in English education, and their involvement in developing teaching materials.

MTB-MLE emphasizes the use of students' mother tongue as the primary medium of instruction in early education, gradually transitioning to additional languages (ACDPINDONESIA, 2014; Daby, 2015; Edgar, 2017; Namanya, 2017; Navarro et al., 2016; Tamang, 2019; Tenorio, 2022). This approach recognizes the crucial role of the mother tongue in facilitating effective learning and ensuring equitable access to education. Studies, such as those by Hornberger (2003) and Heugh et al. (2019) highlight the importance of a strong foundation in the home/local language for successful acquisition of second and third languages.

The “dual medium” approach, where two languages are purposefully used, is considered beneficial for academic success, as long as it is done systematically in both spoken and written forms (Warford & Reeves, 2003). Nambisan (2014) maintains that the use of the first language is inevitable, especially for making the lower proficiency student understand the language and content. The MTB-MLE framework serves as a bridge between home and school, promoting meaningful participation in a multilingual society without homogenizing diversity (Skutnabb-Kangas, 2009).

UNESCO (1953) emphasizes the importance of the mother tongue as the best medium for teaching, leading to better academic results, lower dropout rates, and higher fluency levels. MTB-MLE aligns with Sustainable Development Goal 4, which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all (United Nations, 2015). These ideas indicate the importance of

language of schooling for the academic achievement and sustainable development of the school children.

Cummins (2000) emphasizes the link between the development of the mother tongue and second language proficiency, highlighting that a strong foundation in the first language enhances literacy abilities in the school language. (UNESCO, 2003) stresses the role of education in building resilience against conflict and fostering peaceful coexistence in a multicultural society.

In practical terms, MTB-MLE benefits students by allowing them to express their knowledge confidently, achieve learning goals from the beginning, and actively participate in class (UNESCO, 2007). UNESCO further outlines various advantages of MTB-MLE, including positive self-concept, integration into society, tolerance, cognitive development, language learning ease, and increased employability.

In summary, MTB-MLE serves as a comprehensive and holistic approach to education. This method aligns seamlessly with global educational goals, recognizing and validating the crucial role of the mother tongue in the cognitive and cultural development of learners. By fostering education in a child's first language, MTB-MLE not only enhances understanding and retention of new information but also bridges linguistic gaps, making the transition to additional languages smoother and more effective. This approach promotes a multilingual and inclusive learning environment, accommodating diverse linguistic backgrounds and ensuring that no child is left behind. By prioritizing the mother tongue, MTB-MLE empowers students, respects cultural heritage, and paves the way for equitable and accessible education for all.

### ***Pedagogical Knowledge of MTB-MLE***

The discussion on the pedagogical knowledge of Mother Tongue-Based Multilingual Education (MTB-MLE) encompasses various critical elements, each contributing to the overall competency of language teachers. J. C. Richards and Burns (2012) define pedagogical knowledge as the foundation for effective language teaching, encompassing curriculum, planning, assessment, reflective teaching, classroom management, and the teaching of four essential skills. Novice teachers, in particular, require a diverse set of teaching skills, ranging from introducing tasks to transitioning between activities and concluding lessons (Burns & Richard, 2012). Curriculum knowledge is integral to English teachers' competencies, including an understanding of teaching goals, language instruction, context, teaching contents, scope and sequence, lesson plans, resources, methods, strategies, approaches, techniques, and evaluation (Crandall, 2000; Johnson, 2009; J. C. Richards & Burns, 2012).

Content knowledge in language teaching is identified as a byproduct of applied linguistics, comprising disciplinary and pedagogical content knowledge. Disciplinary knowledge involves the history of language teaching methods, second language acquisition, sociolinguistics, phonology and syntax, discourse analysis, theories of language, and critical applied linguistics (Burns & Richard, 2012). Contextual knowledge plays a vital role in situational teaching-learning, guiding language teachers in diverse settings. Different teaching contexts create distinct potentials for learning and comprehension, necessitating dynamic understanding and adaptability from teachers (Cooke & Simpson, 2008).

Teacher training is crucial for novice teachers, providing them with essential teaching plans, strategies, methods, techniques, feedback, and reflective practices

(Tsui, 2004). Bilingual education models, such as the subtractive, additive, recursive, and dynamic models, address the needs of disadvantaged indigenous populations, promoting cultural, linguistic, and social goals (García, 2009). The practice of translanguaging is identified as purposeful language mixing, switching, interpreting, and translating to facilitate language learning and communication (Gutiérrez, 2008).

The contrast between submersion and immersion education systems highlights the significance of language training before exposing learners to a new language environment. Language teacher identity is emphasized as a crucial aspect, encompassing learner-centeredness, community building, and pedagogical reasoning skills (Senior, 2006; Shulman, 1986). Theorizing from practice involves generalizations about teaching, principles, and the development of a personal teaching philosophy based on experience. Membership in a community of practice fosters collaborative learning and problem-solving among teachers (Johnson, 2009; J. C. Richards & Farrell, 2010).

Professionalism in language teaching involves adherence to institutional standards, qualifications, professional competence, and reflection on personal values and beliefs (Leung, 2009). Language teacher's cognition, encompassing self-reflection, knowledge, beliefs, and problem-solving strategies, is shaped by prior language learning experiences (Jacobs & Farrell, 2001; Lortie, 1975). The components of teacher competencies, as outlined by the National Centre for Educational Development (2015), include language proficiency, content knowledge, pedagogical knowledge, teacher training, contextual knowledge, language teacher's identity, theorizing from practice, membership of a community of practice, professionalism, knowledge about language, language teacher's cognition, and curriculum knowledge.

In summary, the pedagogical knowledge required for MTB-MLE encompasses a multifaceted understanding of curriculum design, language-specific content mastery, and the contextual nuances of diverse linguistic environments. Effective training programs are crucial for equipping teachers with the necessary skills, while bilingual education models and translanguaging practices foster inclusive and effective learning experiences. A thorough grasp of education systems and the ability to navigate institutional structures and policies enhance program implementation. Teacher identity and the reflective process of theorizing from practice allow educators to refine their methods based on real-world outcomes. Community engagement and professionalism further support a robust educational framework, and an in-depth understanding of language teacher cognition underpins the development of effective language educators. These elements collectively ensure the success of language education programs and the development of skilled language teachers, responsive to the needs of multilingual learners and culturally diverse communities.

### ***Lived Experience***

‘Lived experience’ is a term commonly utilized in qualitative research and discussions to describe the subjective, firsthand account or personal encounter of an individual’s life events, situations, and circumstances (Denzin & Lincoln, 2011). This concept emphasizes the significance of understanding individuals’ perspectives from within their own context, taking into consideration the richness and complexity of their personal narratives (Merriam, 2002; Merriam & Tisdell, 2016). Lived experience incorporates a holistic view, encompassing emotions, perceptions, and reflections on various aspects of life (van Manen, 1990).

The term is grounded in phenomenology, a philosophical approach that explores the essence of human experience through the examination of lived

experiences (Husserl, as cited in Giorgi, 2010). In qualitative research, scholars often utilize the lived experience as a foundational concept to explore and interpret the unique meanings individuals attribute to their encounters (Giorgi, 2010).

Recognizing the subjective nature of lived experience presents the idea that individual experiences are not solely shaped by external factors but are also profoundly influenced by internal interpretations and meanings, contributing to the distinctiveness of each person's journey (Smith & Osborn, 2008). In this way, the concept of lived experience is instrumental in capturing the depth and authenticity of individuals' narratives, enriching our understanding of the human condition.

In the present study, lived experience refers to the basic-level English teachers' first-hand experience with the MTB-MLE in the selected community schools of Dhading.

### **Theoretical Framework of the Study**

The theoretical framework through which I analyzed, interpreted, and discussed the participants' experiences with the MTB-MLE program includes the schema theory of learning, the theory of linguistic interdependence, and the multi-competence theory.

#### ***Schema Theory of Learning***

The schema theory of learning, proposed by Anderson in the 1970s, presents a comprehensive theoretical framework to investigate and comprehend the dynamics of learning, particularly in cross-cultural situations (Anderson, 1978). This theory, following the author, posits that organized knowledge is structured as an intricate network of abstract mental structures known as schemata, aiding learners in understanding the world around them. The emphasis lies in imparting general

knowledge and generic concepts to learners, recognizing that challenges may arise in cross-cultural settings due to a lack of appropriate general knowledge.

In the context of the MTB-MLE approach, students' background knowledge related to their culture, tradition, environment, and social context is considered crucial (UNESCO, 2010). Teachers from the language minority community, sharing the same cultural background, find it easier to facilitate the connection between learners' prior knowledge and newly acquired knowledge (Cummins, 2000). This process is essential for students to construct meaningful schemata by linking ideas.

Applying the schema theory in this scenario suggests that prior knowledge is a cornerstone for learning new concepts. Teachers should actively engage students in activating their prior knowledge to establish connections and store knowledge in schema networks. Various instructional strategies, such as music, role play, games, visual aids, audio presentations, and other media, can be employed to anchor knowledge to well-developed schemata, enhancing assimilative power (Mayer & Marland, 1997).

Furthermore, the schema theory highlights that schemata expand and develop as individuals receive new information. However, deep-seated schemata are resistant to change, requiring a preponderance of evidence for a paradigm shift to occur (Piaget, 1952 as cited in Mayer & Marland, 1997). This insight presents the importance of acknowledging and respecting the existing schemata shaped by students' cultural and social backgrounds in the MTB-MLE approach.

In short, the schema theory of learning indeed offers a theoretical framework for grasping how learners absorb information, highlighting the significance of prior knowledge. However, while it advocates for connecting learners' existing knowledge to new concepts, its practical applications in educational settings often fall short of

expectations. In the context of MTB-MLE, this theory supposedly promotes meaningful learning experiences and the development of strong schemata. Yet, the reality is that implementing such strategies effectively requires substantial resources, teacher training, and alignment with diverse cultural and linguistic backgrounds. In many cases, the application of schema theory in educational contexts remains more aspirational than attainable, given the myriad challenges faced in the education sector.

### ***Linguistic Interdependence Theory***

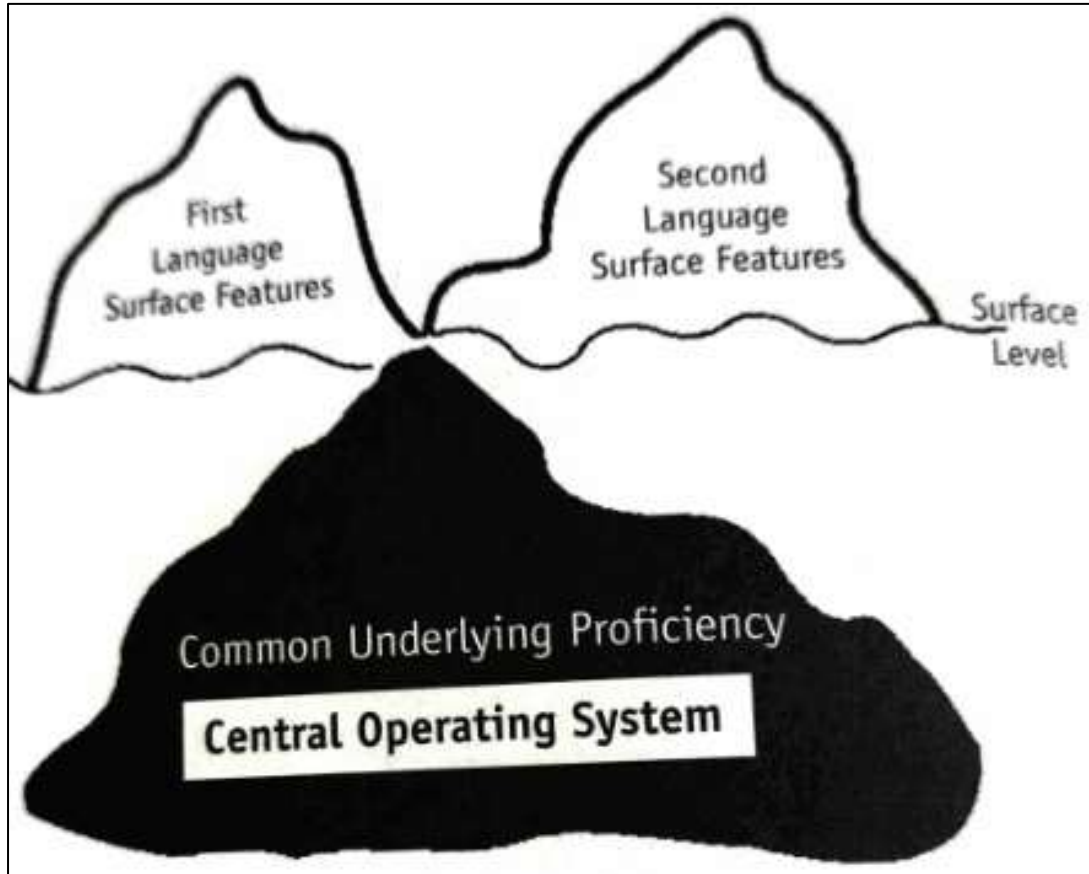
Cummins (1979) has advanced the theory of linguistic interdependence, which presents the interconnectedness of a multilingual learner's language proficiency, especially between their first language (L1) and second language (L2). According to Cummins, linguistic interdependence posits that a strong proficiency in the L1 facilitates effective acquisition of the L2, and conversely, proficiency in the L2 contributes to the development of the L1 (Bruen & Kelly, 2014).

Cummins's (1979) focus is on achieving cognitively and academically beneficial bilingualism, with an emphasis on well-developed L1 skills. The theory is further elucidated as the "interdependence of Cognitive/Academic Language Proficiency (CALP) across languages" (Cummins, 1980, p. 197). CALP, as defined by Cummins (1980), encompasses language proficiency closely linked to the development of literacy skills in both L1 and L2. It represents students' ability to comprehend and use language in academic settings (Cummins, 2008).

The theory posits that CALP in L1 and L2 reflects manifestations of a common underlying proficiency (CUP). Cummins (1980) suggests that the learning of literacy-related language functions in L1 predicts the learning of these functions in L2. CALP is conceptualized as a unified but concealed dimension underlying

performance in both languages, often likened to the hidden part of an iceberg in the iceberg model of language interdependence (see Figure 1).

**Figure 1.** *Iceberg Model of Language Interdependence*



(Baker, 2011, p. 166)

The iceberg model illustrates that the two languages appear distinct in outward communication (above the surface), but underneath the surface, they are fused, indicating that the two languages function inseparably. The central operating system for both the languages, L1 and L2, is the same as depicted in Figure 1. The theory implies that the CALP developed in one language can be applied to any other language a person seeks to acquire (Krashen, 1989). Consequently, this theory suggests that home language education positively influences students' literacy development in any second or foreign language, advocating for 'mother tongue'-

English bilingual education to enhance reading and writing skills in both the English and mother tongue.

### ***Multi-Competency Theory***

The concept of multi-competency theory, as articulated by (Cook, 1991) centers on the notion that learners can cultivate a compound state of mind or cognitive framework by acquiring knowledge from more than one language. This process is facilitated through the utilization of various activities and techniques. In the context of Mother Tongue-Based Multilingual Education (MTB-MLE), students not only accumulate concepts, skills, and information from their mother tongue education but also transfer and integrate these elements into additional languages.

Cook (1991) suggests that the essence of multi-competency theory lies in the students' ability to store information, knowledge, skills, and techniques in their minds, enabling them to apply this reservoir of resources when faced with different learning situations. This theory posits that through exposure to multiple languages, learners can cultivate competencies that extend beyond mere language proficiency. Instead, they develop a broader set of skills and abilities that can be applied in diverse contexts.

The application of multi-competency theory in the classroom has significant implications. It emphasizes the importance of a holistic approach to language learning, encouraging the development of competencies that go beyond linguistic elements (Cook, 1991). Students are not only learning the languages but also gaining a versatile skill set that includes problem-solving, critical thinking, and adaptability. The theory suggests that the learning process is not isolated to individual languages but is interconnected, fostering a more integrated and comprehensive understanding.

In the MTB-MLE context, students are not merely learning languages in isolation; rather, they are engaged in a process that allows them to draw upon the knowledge, information, skills, experiences, methods, and techniques acquired through their mother tongue education (Cook, 1991). The classroom becomes a dynamic environment where learners actively develop multi-competencies by integrating and applying their linguistic and cognitive skills across different languages.

Ultimately, the multi-competency theory proposes a more enriched and interconnected approach to language learning, where learners build a versatile skill set that extends beyond the boundaries of individual languages, contributing to their overall cognitive development and adaptability in various learning situations (Cook, 1991).

### **Empirical Literature Review**

In this section I have presented the review of related empirical findings, categorizing them into various themes as follows.

#### ***Language Policy and Implementation***

Several studies deal with students' perspectives on language use through the development of pedagogical knowledge to an exploration of language policies and practices in Southeast Asian contexts.

Examining students' beliefs about the use of their mother tongue in English classes, Schweers Jr (1999) and Noor (1994) offer insights. Schweers Jr (1999) discovered that 88.7% of students advocated for the use of their mother tongue (Spanish) in English classes. Noor (1994) highlighted the significant impact of learners' first language (L1) on second language acquisition. This discussion sets the stage for understanding the dynamics of language use in English classrooms,

particularly in multilingual settings where students are proficient in two or more languages within their home or community.

Shifting the focus to pedagogical knowledge in English language teaching, Dadvand and Behzadpoor's (2020) study takes centre stage. Their research involves a framework development effort, encompassing subject matter knowledge, teaching methods, classroom management, and awareness of educational context. In a parallel effort, they conducted a similar study, aiming to validate and refine the framework, engaging 336 teachers.

Expanding the exploration of pedagogical knowledge, Moradkhani et al.'s (2013) study investigates the knowledge base of English language teacher educators. Interestingly, their findings reveal no significant differences among proposed categories by different participant groups, providing a nuanced understanding of the shared pedagogical knowledge among educators. The narrative broadens further to encompass language policies and practices in Southeast Asian countries, providing a comparative perspective. Perez's (2019) study on MTB-MLE programs emphasizes the diversity in language policies, curriculum, and teacher qualifications across Southeast Asian nations, setting the stage for a comparative analysis with Nepal. Wong and Benson's (2019) global examination of policy and practice in L1-Based Multilingual Education, with a focus on the efficacy of learners' native languages in early education, adds a global dimension to the discussion, offering insights that can be contextualized to the Nepalese scenario.

In brief, a critical exploration of English teachers' experiences in the context of MTB-MLE in Nepal requires a nuanced understanding of teachers' beliefs, pedagogical knowledge, and broader language policies. Drawing on the insights from Schweers Jr (1999), Noor (1994), Dadvand and Behzadpoor (2020), and Moradkhani

et al. (2013), Perez (2019) and Wong and Benson (2019), this analysis lays the foundation for the topic under study.

### ***Multilingual Classrooms and Translanguaging***

Several noteworthy studies have contributed to the discourse on the multilingual classroom and the phenomenon of translanguaging. Gorter and Arocena's (2020) study on teachers' beliefs about multilingualism and translanguaging offers a commendable exploration of diverse perspectives within educational contexts. Their comprehensive approach delves into the nuanced attitudes regarding language separation, amalgamation, and the supportive potential of languages in education. The study contributes significantly to understanding the complex interplay between language and education in our globalized world. However, considerations about the generalizability of findings and the translation of beliefs into classroom practices emerge as potential limitations, calling for further research. Overall, Gorter and Arocena provide valuable insights that enrich the ongoing discourse on language ideologies in education. In the MTB-MLE approach, English teachers are required to know more than one language for their effective teaching and students can be able to learn and understand more than one language in the multilingual classroom setting.

Dikilitaş and Mumford (2020) focused their research on preschool English teachers seeking to acquire bilingual competencies. In their investigation, they identified distinct roles such as the pedagogue, interactive communicator, uninduced role, and trans-language facilitator. This study sheds light on the multifaceted nature of educators' responsibilities in fostering bilingualism among young learners.

Cenoz and Santos (2020) delved into the implementation of pedagogical translanguaging within trilingual schools. Their emphasis was on elucidating the

potential advantages of incorporating translanguaging practices for effective language learning. This research highlighted the importance of adopting innovative approaches to language instruction and leveraging translanguaging as a tool to enhance educational outcomes in multilingual settings.

Similarly, Seals and Olsen-Reeder (2020) directed their attention towards translanguaging in the context of language revitalization. Their study expressed the significance of employing translanguaging pedagogy and resources in marginalized communities, with a specific focus on New Zealand. The research emphasized how such approaches can contribute to the preservation and revitalization of languages in communities facing linguistic challenges.

Nag's (2018) study explored the transformative potentials of multilingual education models in Odisha, India. This research uncovered areas of both convergence and divergence in classroom practices, providing valuable insights into the dynamics of implementing multilingual education in diverse cultural and linguistic contexts.

In summary, these studies collectively contribute to our understanding of the complexities surrounding multilingual classrooms and the application of translanguaging in educational settings. They offer diverse perspectives on beliefs, competencies, pedagogical strategies, and the transformative potential of multilingual education models across different regions and contexts. By examining various cultural and linguistic environments, these studies illuminate how educators and students navigate the intricacies of language diversity. They highlight the challenges and opportunities inherent in implementing translanguaging practices, showcasing how such approaches can enhance cognitive and social development, foster inclusivity, and bridge gaps in communication and understanding. Additionally, these works

underscore the importance of teacher training and the development of adaptable curricula to effectively integrate multilingual approaches, thereby enriching the educational experience and promoting equity in learning outcomes. The insights garnered from these studies are invaluable for policymakers, educators, and researchers striving to create more inclusive and effective educational frameworks that honour and leverage linguistic diversity.

### ***Mother Tongue Based Multilingual Education Approach***

In the pursuit of understanding English teachers' lived experiences within the context of Mother Tongue-Based Multilingual Education (MTB-MLE) in community schools in Dhading, a critical examination of existing literature reveals the complexity and nuances inherent in the implementation of this educational approach. The studies discussed illuminate the broader challenges faced in MTB-MLE initiatives, offering a backdrop against which the specific investigation in Dhading can be situated. Sumalinog's (2018) focus on parents' perspectives and challenges for children with English as their first language in the Philippines establishes a foundation for understanding potential hurdles in similar linguistic contexts. Tamang's (2019) exploration of MTB-MLE effectiveness in diverse settings broadens the scope and presents the need for context-specific insights. The MTB-MLE approach enhances students' ability to transfer their learning concepts, learning skills, methods, knowledge, and experiences from their mother tongue to English language. Students' first learning helps their second learning with the better understanding of subject matters in the context of MTB-MLE approach.

Alberto et al. (2016) highlight issues such as lacking vocabulary and teaching materials, providing a lens through which the Dhading study can scrutinize the pedagogical challenges faced by English teachers. Mangila's (2019) examination of

elementary teachers' experiences, including shortages of instructional materials and training, adds granularity to the discussion, emphasizing practical impediments on the ground. Following Magila (2019), teachers' experiences provide a deeper understanding of instructional materials use with the purposes and teacher training also supports teachers to use instructional materials in a proper way to meet the teaching objectives. In the MTB-MLE approach, English teachers get opportunities to use materials with instructions and provide theoretical knowledge about teaching materials and doing practices of using materials. The comparative perspective brought forth by Perez (2019) in Southeast Asian countries and the pre-service teachers' experiences studied by Caterial et al. (2019) offer valuable comparative insights that can inform the Dhading study about the transferability of challenges and potential solutions.

The shift towards intervention-focused studies, such as Burton's (2013) investigation, provides a critical perspective on possible remedies and strategies for overcoming challenges of MTB-MLE. Teachers face challenges in the setting of the MTB-MLE approach implementation in terms of learning more than one language and the strategic use of instructional teaching materials to meet the goals of the intended curriculum. Similarly, Lualhati's (2018) exploration of Filipino teachers' perceptions and Edgar's (2017) examination of challenges in MTB-MLE implementation offer nuanced insights into the subjective experiences of educators, laying the groundwork for a deeper understanding of the context-specific factors at play.

Considering the context-specific aim of exploring English teachers' lived experiences in Dhading, Bercasio et al.'s (2016) study on the MTB-MLE special program for pre-service teachers becomes particularly relevant. Additionally, the

examination of factors affecting teaching and learning in the mother tongue in Kenyan public lower primary schools by Ong'uti et al. (2016) can provide comparative insights into challenges faced by teachers in different linguistic and cultural settings.

Wa-Mbaleka's (2014) study assessing English teachers' perceptions of the MTB-MLE policy and Fillmore's (2014) examination of the MTB-MLE policy in the Philippines offer crucial reflections on policy implications and their impact on educators. Lastly, Wa-Mbaleka's (2014) proposal emphasizing the role of linguistic diversity in MTB-MLE implementation presents the need to critically evaluate the cultural and linguistic context of Dhading, shedding light on the potential influence of such diversity on the success of pedagogical practices.

Overall, the critical synthesis of existing literature provides a robust foundation for the researcher in Dhading, offering a nuanced understanding of the challenges, interventions, and contextual factors that may shape English teachers' lived experiences in the implementation of MTB-MLE in community schools. This comprehensive perspective not only enriches the researcher's aim but also sets the stage for a more insightful exploration of the specific nuances in Dhading's educational landscape. By grounding the research in a thorough review of prior studies, I could better identify gaps, anticipate potential obstacles, and tailor my investigation to address the unique aspects of Dhading's context, ultimately contributing to a more informed and effective approach to MTB-MLE implementation.

### ***Teacher Perceptions and Competencies***

Aydin and Dogan (2019) explored Turkish teachers' attitudes toward multilingual education, revealing positive sentiments regarding related policies. Cabansag (2016) investigated the implementation of MTB-MLE, emphasizing

benefits such as enhanced expression and self-confidence from stakeholders' perspectives. In a parallel line of inquiry, Ong'uti et al. (2016) delved into factors influencing mother tongue instruction in Kenyan public lower primary schools. Their findings uncovered negative attitudes among both teachers and students towards teaching and learning in the mother tongue. These collective studies contribute to a comprehensive understanding of teachers' awareness, perceptions, and competencies in implementing mother-tongue instruction.

### ***Global Perspectives on Multilingual Education***

In the exploration of China's ethnic multilingual policies, Gilanyi et al. (2023) delve into the challenges faced in minority education. Through qualitative methods such as questionnaires and interviews, the study presents the significance of well-designed language policies for children within China's diverse ethnic multilingual context.

Shifting focus to the Philippines, Babia et al. (2015) turn their attention to the Mother Tongue-Based Multilingual Education Certificate Program implemented in Cebu's public elementary schools. Employing a combination of qualitative and quantitative research methods, including interviews and questionnaires, the study illuminates the positive impact this program has on pupils' academic performance.

Meanwhile, Tackie-Ofosu et al. (2015) concentrate on the utilization of mother tongue in Ghanaian pre-schools. Their research brings to light the appreciation of parents and teachers for the role of mother tongue in cultural identity and effective communication. Through cross-sectional research methods involving interviews and questionnaires, the study provides valuable insights into the significance of incorporating mother tongue in early education settings.

In their exploration of ethnic multilingual policies, Gilanyi et al. (2023) underscore the importance of well-designed language policies in China's minority education, though the study could benefit from a deeper analysis of implementation barriers identified through qualitative methods like questionnaires and interviews. Babia et al. (2015) highlight the positive impact of the MTB-MLE Certificate Program in Cebu's public elementary schools, yet their mixed-method approach might overlook some long-term challenges and sustainability issues. Tackie-Ofosu et al. (2015) reveal the appreciation for mother tongue use in Ghanaian pre-schools, but the reliance on cross-sectional research methods such as interviews and questionnaires may not fully capture the complexities and long-term effects of integrating mother tongue in early education.

### ***Impact on Academic Performance and Literacy***

Daby (2015), conducted a study in Mauritius to assess the effectiveness of mother tongue-based education in primary schools. The findings, obtained through qualitative design and surveys, highlighted the school language as a barrier to academic achievement. However, the study also expressed the positive role of the mother tongue in enhancing learning abilities.

Namanya (2017) investigated the effects of MTB-MLE on the English literacy of children in the Philippines. Namaya's study revealed weaker English literacy among students taught in their mother tongue.

Curle et al. (2020) focused on a Turkish university, assessing predictors of academic success in English Medium Instruction. Interestingly, general English proficiency did not emerge as a significant predictor for Turkish students.

Velasco (2018) examined the perceived efficiency of Mother Tongue-Based Multilingual Education in two cities. The study noted significant differences in

teachers' perceptions, adding another layer to the discourse on language instruction methods.

In brief, Daby (2015) conducted a study in Mauritius revealing that the use of the mother tongue in primary schools positively enhances learning abilities, despite the school language acting as a barrier to academic achievement. Contrastingly, Namanya (2017) found that mother tongue-based education in the Philippines led to weaker English literacy among students. Curle et al. (2020) discovered that general English proficiency was not a significant predictor of academic success in a Turkish university with English Medium Instruction. Velasco (2018) highlighted varied teacher perceptions regarding the effectiveness of MTB-MLE in two cities, indicating differing views on language instruction methods. These studies collectively underscore the complex and context-dependent impact of mother tongue-based education on academic outcomes.

### ***Challenges and Issues in Implementation***

Various studies, such as those conducted by Espada et al. (2017) and Hillmer (2013), delve into the challenges associated with the implementation of MTB-MLE. Espada et al. (2017) specifically outlined issues, revealing a prevalent preference for English over the mother tongue among both parents and children.

Hillmer's (2013) ethnographic study in Thailand employed qualitative research methods, including questionnaires and observations, to underscore the positive impact of incorporating the mother tongue in the classroom setting. Shifting the focus to policy implementation, Burton (2013) investigated the top-down approach to MTB-MLE in the Philippines. Through a case study, Burton identified teachers and parents as pivotal stakeholders actively shaping the policy, showcasing a shared understanding and alignment in knowledge and practices.

In urban contexts, Mondez's (2013) synthesis study critically assessed the appropriateness of MTB-MLE. Utilizing both qualitative and quantitative methodologies, the study uncovered primary enrollment drop-outs, low academic performances, and language barriers as key considerations supporting MTB-MLE in urban areas.

Furthermore, Medilo Jr (2016) documented the experiences of MTB-MLE teachers in the Philippines, shedding light on both challenges and successes faced in the field. In a similar vein, Lartec et al. (2014) explored strategies and issues related to implementing mother tongue-based instruction in the Philippines. Qualitative research methods, including interviews, revealed teachers' utilization of translation and multilingual teaching methods, along with challenges such as the absence of relevant books.

The above-reviewed studies explore the challenges and benefits of implementing MTB-MLE. Espada et al. (2017) highlighted a strong preference for English over the mother tongue among parents and children. Hillmer's (2013) ethnographic study in Thailand, using questionnaires and observations, demonstrated the positive effects of incorporating the mother tongue in classrooms. Burton's (2013) investigation into MTB-MLE policy in the Philippines emphasized the crucial roles of teachers and parents in shaping and implementing the policy, revealing a shared understanding and alignment in practices.

In urban settings, Mondez's (2013) synthesis study used both qualitative and quantitative methods to assess MTB-MLE's appropriateness, identifying primary enrollment dropouts, low academic performance, and language barriers as significant factors. Medilo Jr (2016) documented the experiences of MTB-MLE teachers in the Philippines, highlighting both challenges and successes. Similarly, Lartec et al. (2014)

examined strategies and issues in implementing mother tongue instruction, revealing teachers' use of translation and multilingual methods, alongside challenges like the lack of relevant books.

### ***Multicultural Education***

Abdullah's (2009) research delved into the complexities surrounding multicultural education within the context of early childhood. Employing qualitative research methods, specifically interviews and questionnaires, Abdullah aimed to uncover and understand the various issues and challenges associated with multicultural education in the early childhood setting.

One of the key findings of the study pertained to challenges related to language instruction. This suggests that the education system faced difficulties in effectively incorporating and addressing the linguistic diversity present among early childhood learners. The study likely highlighted obstacles in providing adequate support for students who spoke different languages, indicating potential barriers to effective communication and learning.

Additionally, Abdullah's (2009) investigation shed light on challenges, concerning vocabulary. This could imply difficulties in developing and implementing a curriculum that caters to the diverse linguistic backgrounds of students, potentially hindering their language development and overall academic progress.

Furthermore, the study brought attention to a lack of teacher training as a significant challenge in the realm of multicultural education. This suggests that educators might not have been sufficiently equipped with the knowledge and skills needed to navigate the complexities of a culturally diverse classroom. The absence of proper training may have hindered teachers in effectively addressing the unique needs of students from various cultural backgrounds.

In essence, Abdullah's (2009) study illuminated the multifaceted issues surrounding multicultural education in early childhood. By employing qualitative methods, the research provided valuable insights into the specific challenges such as language instruction, vocabulary development, and the inadequacy of teacher training, ultimately contributing to the broader conversation on fostering inclusive and effective educational environments for young learners.

The above literature review navigates themes such as language policy, multilingual classrooms, MTB-MLE, teacher perceptions, global perspectives, and academic impact. It effectively contextualizes the challenges and nuances faced by English teachers, especially in Dhading, Nepal. The examination of language policy presents the importance of considering teachers' beliefs, pedagogical knowledge, and broader policies, drawing on diverse studies. The MTB-MLE section critically reviews existing literature, emphasizing the need for context-specific insights and lived experience-based studies. Global perspectives showcase diverse approaches, while the academic performance section reveals intricate relationships between language instruction and outcomes. Challenges and issues in MTB-MLE are explored, considering factors such as language preferences and policy implementation strategies. The multicultural education section, focusing on early childhood, highlights challenges related to language instruction, vocabulary development, and teacher training, offering insights into fostering inclusive educational environments. In essence, this review provides a nuanced understanding of English teachers' experiences in Dhading, contributing significantly to the broader discourse on language education, policy, and practice.

## **Conceptual Framework of the Study**

The concept of MTB-MLE belongs to the first language education which starts from mother tongue to other additional languages by transiting respectively in the process of teaching and learning activities for the early grade children in the classroom. In the context of MTB-MLE implemented schools, I have explored the meaning or the essence of English teachers' lived experiences on pedagogical knowledge and practices in MTB-MLE that include teachers' pedagogical knowledge in the classrooms, teachers' competencies, existing classroom practices and teachers' preparation process. The context of multilingual education refers to where more than one language is practiced in or out of school setting in Nepal. However, I chose an appropriate language of instruction to learn to read and write in the classroom where bilingual situation is represented.

The objectives of this study were focused on the lived experiences and the meaning of their experiences on the phenomenon of English Teachers' Experiences with Mother Tongue Based Multilingual Education Approach in Community Schools of Dhading. The theories such as schema theory and linguistic independence theory and multi-competence theory have been used to fit with my phenomenological study.

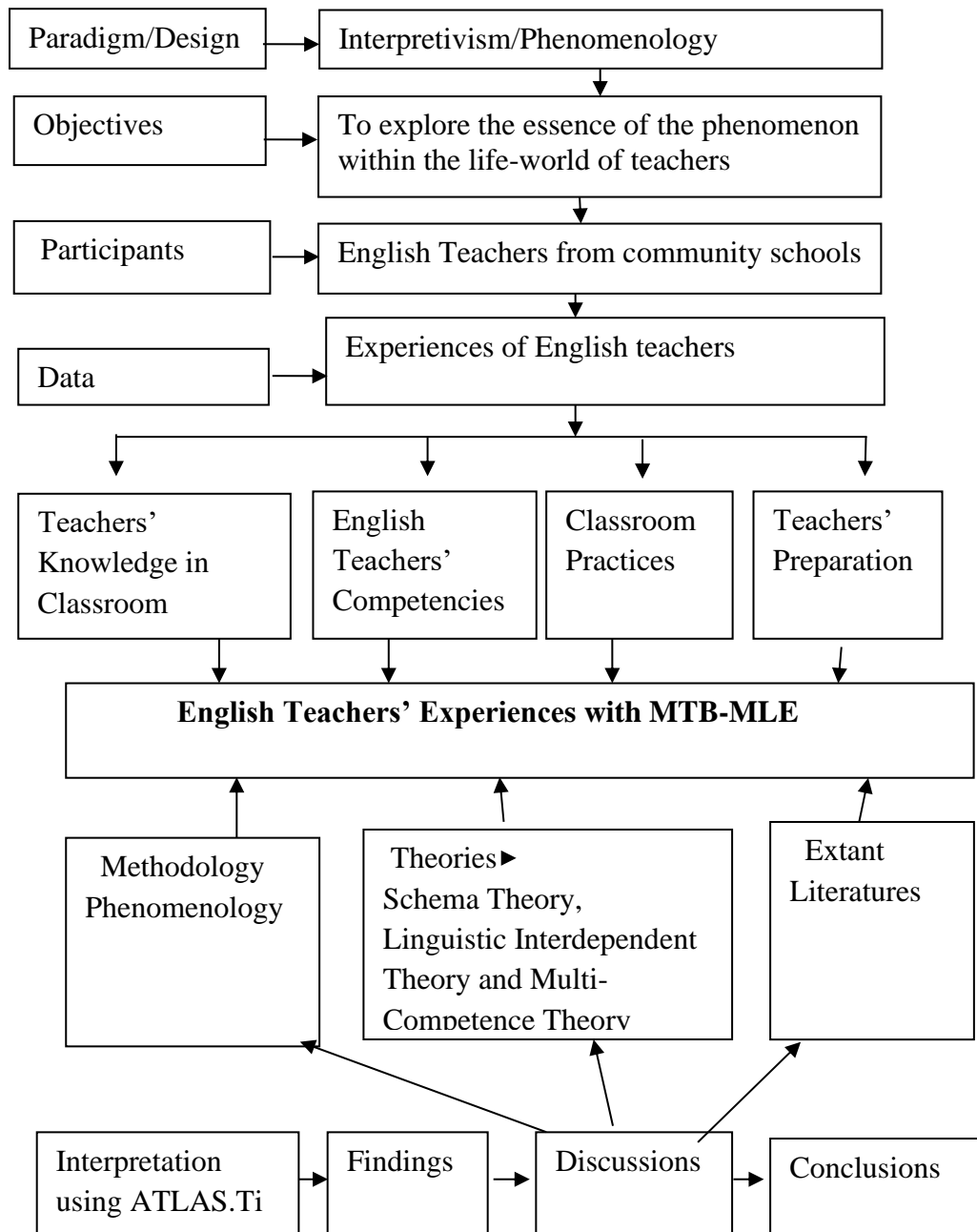
Schema theory is based on the philosophy of connectivity of learning concepts, gaining knowledge and learning experiences between the first learning and second learning or between prior knowledge and acquired knowledge. Linguistic interdependence theory refers to the concept of BICS (Basic Interpersonal Communication Skill) and CALP (Cognitive Academic Language Proficiency).

Multi-competence theory refers to the compound state of a mind or concept of gaining knowledge in learners' mind from more than one language in the process of

learning by using different activities and techniques. These theories help me to connect the different ideas, thought, perspectives of the participants during my study.

This study covered design, materials development, management and method of MTB-MLE. The design of multilingual education is based on the activities of children's home language and culture while teaching additional languages (Nepali and English). Material development refers to the production of teaching materials in mother tongue to additional languages according to the students' needs, interest and level.

The conceptual framework of the study was as depicted in Figure 2.

**Figure 2.** *Conceptual Framework of the Study*

### Research Gap

The review presented above comprehensively explores various aspects of MTB-MLE in diverse linguistic, cultural, and geographical contexts. However, a notable research gap exists concerning the nuanced examination of English teachers' experiences within this specific context—namely, MTB-MLE implemented community schools of Dhading. The existing literature primarily focuses on broader

themes such as language policy, implementation challenges, multilingual classrooms, translanguaging, and the impact on academic performance. While these themes are crucial, they do not provide an in-depth exploration of how English teachers in Dhading's community schools perceive and navigate the complexities of MTB-MLE.

The literature review highlights studies that touch upon teachers' perceptions and competencies in implementing mother-tongue instruction. However, these discussions often lack a focus on the specific challenges, successes, and unique experiences encountered by English teachers in this particular context. Understanding the lived experiences of English teachers is crucial, as they play a central role in implementing language policies and shaping the language-learning environment. These teachers are not only facilitators of learning but also pivotal actors in the adaptation and success of language policies within the classroom.

Addressing this research gap would involve conducting qualitative phenomenological research that delves into the experiences, including struggles, and triumphs of basic level English teachers in community schools in Dhading where the MTB-MLE programme is implemented. Such an approach would offer a rich, detailed understanding of the personal and professional landscapes these teachers navigate. By capturing their stories, insights, and reflections, researchers can provide a more holistic view of MTB-MLE's impact and effectiveness, particularly from the perspective of those who are at the forefront of its execution. This deeper understanding can inform future policy adjustments, teacher training programs, and support mechanisms, ultimately contributing to the more successful implementation of MTB-MLE initiatives.

### **Implications of the Review for the Research**

Theoretical and empirical literature reviews have provided me some insights, views and thoughts for my study. The global spread of MTB-MLE approach in education for the primary level students has become popular and useful approach to teach the children those who are from marginalized and ethnic language group society. Child education through MT instruction and MLE approach are the debatable issues in the context of Nepal. The MTB-MLE approach is highly relevant providing better education and teaching learning multi-language with the concept transition from L1 to other additional languages in children.

The MTB-MLE approach across the nationally and internationally has become a better way of teaching learning approach for students' better learning and teachers' competencies on curriculum knowledge, content knowledge and effective teaching methods and techniques, theoretical knowledge about the MTB-MLE approach and its practices in the community schools of Dhading, Nepal.

### **Chapter Summary**

Chapter two presents the foundation of the studies, whereby a key conceptual and empirical literature review is conducted to highlight an opening in research into the experiences of teachers of English with MTB-MLE in Dhading, Nepal. It looks into how the MTB-MLE approach can enable early education in a child's mother tongue to facilitate bridging between home learning and school learning and transitions to additional languages. Major concepts and frameworks, such as schema theory, linguistic interdependence, and multi-competence theory, are considered in the course of review to represent the cognitive aspects of the MTB-MLE approach. While there were significant identified benefits, further ongoing research finds that its implementation encounters obstructions arising from limitations in resources a

community preference of English as the medium of instruction. This section concludes with the essential need for research into understanding teachers' lived experiences further to elucidate effectiveness in real terms of MTB-MLE in schools in Nepal.

## **Chapter Three**

### **Methods and Procedures**

In this chapter, I explained how I carried out the study. I talked about the ideas and beliefs guiding it, the overall plan, and the specific choices I made to answer the research questions. I covered things like where I did the study, who took part, the tools I used, how I gathered information, and the steps I took to make sense of the data. I also discuss the trustworthiness of the study's findings and go over the ethical rules I followed in this research.

#### **Research Paradigm: Interpretivism**

In this study, I embraced an interpretative research paradigm, delving into individuals' perceptions to uncover their meanings and glean insights about the observed case (Grix, 2002). Interpretivists maintain that social reality is constructed by individuals within specific social contexts, allowing for subjective meanings to elucidate social phenomena from an individual perspective (Shah & Al-Bargi, 2013). This paradigm concerns itself with the subjective experiences of participants, rooted in observation and the subjective relationship between subjects and researchers.

The interpretive research paradigm encompasses ontological, epistemological, and axiological positions. Ontologically, it adopts relativism, recognizing that social reality is not singular but multiple and relative, varying from person to person (Guba & Lincoln, 1994). In my study, this translates into acknowledging the multiplicity of realities regarding teachers' experiences and their interpretations of pedagogical knowledge and practices in mother tongue-based multilingual classrooms. Each teacher brings their own meaning and understanding to the phenomenon, which can be explored through their lived experiences.

Epistemologically, interpretive research leans towards subjectivism, believing that participants' prior knowledge can be enriched by incorporating diverse perspectives, leading to the construction of new knowledge. My study focuses on fostering collaboration, communication, and contribution among participants to explore the multiple realities of the phenomenon. I worked closely with participants to co-construct an understanding of the phenomenon, drawing on Conroy's (2003) assertion that understanding the world is a synergistic process. Through interpersonal interactions, gathering formal and informal information, and building rapport, I interpreted and analyzed the essence of the phenomenon, influenced by my subjectivity, background knowledge, and existing theories.

Axiology in interpretive research emphasizes the importance of participants' values in the research process, recognizing that research is inherently value-laden. In my study, I valued participants' contributions, supports, suggestions, collaboration, and active participation, alongside my own involvement. I was motivated by the contexts, backgrounds, norms, and values of the participants, reflecting on their invaluable insights into English teachers' pedagogical knowledge and practices in MTB-MLE.

### **Research Design: Hermeneutic Phenomenology**

I utilized a hermeneutic phenomenological research design in my study, focusing on understanding and interpreting the lived experiences of participants regarding the pedagogical knowledge and practices in the context of MTB-MLE implemented schools of Dhading. This approach involves constant revision and interpretation to illuminate the essence of these experiences. As described by Peoples (2021), phenomenological research emphasizes viewing a phenomenon as the lived

experience of an activity, highlighting its unique characteristics rather than reducing it to abstract structures for comparison.

In this research methodology, the emphasis is on understanding how individuals perceive and engage with their social world, uncovering the personal significance it holds for them (Merriam, 2002). Willis (2001) emphasizes the goal of phenomenological research as creating a meaningful reality from these experiences, while Smith and Osborn (2008) underscore the importance of rich textual descriptions in interpreting individual phenomena within the broader context of human experience.

Heidegger's (2005) concept of Dasein, or 'being there', presents the inseparability of our experiences from the context of our existence. He argues that our interpretations are influenced by our preconceived knowledge and experiences, which shape our understanding of experiences. This iterative process of interpretation, known as the hermeneutic circle, involves constant revision of our biases and judgments as we analyse data.

In my study, I chose Heidegger's hermeneutic phenomenological research design to explore English teachers' pedagogical knowledge and practices in the MTB-MLE programs. This methodology aligns with the subjective, interpretive, dialogic, and reflexive nature of my research, allowing me to connect my prior knowledge and experiences with new insights gained during the study. To make the meaning of my experiences regarding the phenomenon cannot be bracketed within me but my experiences can be examined from the different theoretical lens and perspectives with the existing context. There is no separation between my experiences and existing context to construct knowledge with the better understanding.

During data analysis, I engaged in a cyclical process of interpretation, breaking down information into parts, synthesizing it, and then revisiting the whole

for a deeper understanding, which Timmer (2022) refers to a hermeneutic circle, allowed me to uncover new insights and perspectives as I delved into the participants' lived experiences. The hermeneutic circle presents the importance of oscillating between the whole and its constituent parts, as advocated by scholars such as Gadamer (1977), Rodgers (2005), and (Taylor, 1971).

The hermeneutic circle also encapsulates the dynamic interplay between researcher and subject, where analysis and interaction continually inform one another. It involves delving into the depths of both the research topic and its contextual framework, while also shaping the researcher's own understanding and interpretation. In my study on pedagogical knowledge and practice in MTB-MLE, I employed the hermeneutic circle to thoroughly explore participants' experiences.

Following the hermeneutic phenomenology outlined by Peoples (2021), I meticulously analysed the data, moving from the comprehensive transcription to the extraction of meaningful units. These units were then synthesized into situated narratives for each interview, which were further integrated into overarching themes. This iterative process, akin to the hermeneutic circle, allowed for a comprehensive understanding to emerge gradually.

The overall research plan used has been discussed below in terms of the research site, research participants, tools for data collection, data collection methods, procedure of data collection, and analysis procedure.

### ***Research Site***

This research was conducted within four purposively selected public schools where the MTB-MLE program was actively being implemented. These schools were strategically chosen from the educational milieu of Ruby Valley Rural Municipality and Khaniyabas Rural Municipality, located in the landscapes of the Dhading district

within province number three of Nepal. Tamang language as mother tongue is spoken by 84.5% people of total population in the different domains such as kitchen, social gathering and meeting, birthday celebration, celebrating festivals and so on in Ruby Valley Rural Municipality, and Tamang language as mother tongue is spoken by 86.8% people of total population in the different domains such as kitchen, social gathering and meeting, birthday celebration, celebrating festivals, and so on in Khaniyabas Rural Municipality of Dhading district (Central Bureau of Statistics, 2012). Seven English teachers are selected purposively because English teachers are trained in MTB-MLE program, they teach English in MTB-MLE implemented schools, they have involved in teaching materials development in MTB-MLE program. Six English teachers are from Tamang language background and one teacher is from non-Tamang language background but he instructs in Tamang language while teaching English. The selection process was methodical, considering various factors such as geographical location, demographic composition, and the extent of MTB-MLE integration within the curriculum. This approach ensured a comprehensive understanding of the program's implementation and its impact within diverse educational settings, enriching the study's findings with nuanced insights into the efficacy and challenges of MTB-MLE in the Nepalese context.

### ***Research Participants***

The study purposively selected seven basic level English teachers from four community schools in Dhading, specifically chosen for their active involvement in the MTB-MLE program. These educators were assigned with teaching English to students ranging from Grade 1 to Grade 5. Table 1 shows the demographic profile of the participants in details.

**Table 1.** *Demographic Details of the Participants*

Teacher	Gender	Ethnicity	Age	Qualification	Experience	Subject	Mother tongue	Other languages
Ram (T1)	M	Tamang	33	B. Ed.	10 years	English	Tamang	Nepali, English
Hari (T2)	M	Tamang	38	M. Ed.	11 years	English	Taman	Nepali, English
Kul (T3)	M	Tamang	40	I. Ed.	9 years	English	Tamang	Nepali, English
Juna (T4)	F	Tamang	27	B. Ed.	7 years	English	Tamang	Nepali, English
Suk (T5)	M	B.K.	41	B. Ed.	18 years	English	Nepali	Tamang, English
Yog (T6)	M	Tamang	30	M. Ed.	12 years	English	Tamang	Nepali, English
Ek (T7)	M	Tamang	24	B. Ed.	6 years	English	Tamang	Nepali, English

*Note.* T1=Teacher 1, T2=Teacher 2, T3=Teacher 3, T4=Teacher 4, T5= Teacher 5, T6= Teacher 6, T7=Teacher 7

Teacher 1 (T1) is male. He is from Tamang ethnicity. He is 33 years old. He has completed Bachelor Degree in Nepali subject from T.U. He has been teaching English subject for 10 years at Pre-Primary Level in Shingaladevi Secondary School of Khaniyabas Rural Municipality, Dhading. He is from Tamang language background. He speaks Tamang, Nepali and English in the classroom.

Teacher 2 (T2) is male. He is from Tamang ethnicity. He is 38 years old. He has completed Master Degree in English subject from T.U. He has been teaching English subject for 11 years at Pre-Primary Level in Dongdendevi Secondary School of Rubi Valley Rural Municipality, Dhading. He is from Tamang language background. He speaks Tamang, Nepali and English language for communication.

Teacher 3 (T3) is male. He is from Tamang ethnicity. He is 40 years old. He has completed Intermediate level in English subject from T.U. He has been teaching English subject for 9 years at Pre-Primary Level in Tashi Basic School of Khaniyabas Rural Municipality, Dhading. He is from Tamang language background. He speaks Tamang, Nepali and English in the classroom while teaching English. for students' comprehension.

Teacher 4 (T4) is female. She is from Tamang ethnicity. He is 27 years old. She has completed Intermediate level in English and Bachelor Degree in Nepali subject from T.U. He has been teaching English subject for 6 years at Pre-Primary Level in Tashi Basic School of Khaniyabas Rural Municipality, Dhading. She is from Tamang community. She speaks Tamang, Nepali and English for communication.

Teacher 5 (T5) is male. He is from non-Tamang linguistic background. He is 41 years old. He has completed Bachelor Degree in Health and Population subject from T.U. He has been teaching English subject for 18 years at Pre-Primary Level in different community schools of Dhading district. He is from Nepali language background. He speaks Tamang, Nepali and English in the classroom for teaching.

Teacher 6 (T6) is male. He is from Tamang ethnicity. He is 30 years old. He has completed Master Degree in English subject from T.U. He has been teaching English subject for twelve years at Primary and lower Secondary level of Jharlang Secondary School in Khaniyabas Rural Municipality, Dhading. He is from Tamang language background. He speaks Tamang, Nepali and English in the classroom.

Teacher 7 is male. He is from Tamang ethnicity. He is 24 years old. He has completed Bachelor Degree in Nepali subject from T.U. He has been teaching English subject for 6 years at Lower Secondary level in Shingala Devi Secondary School of Khaniyabas Rural Municipality, Dhading. He is from Tamang language background. He speaks Tamang, Nepali and English in the classroom.

### ***Data Collection Procedures***

I decided to explore the experiences of English teachers those who have been teaching English for seven years in the MTB-MLE implemented schools of Rubi Valley Rural Municipality and Khaniyabas Rural Municipality of Dhading district. I selected four community schools as my research sites in which schools the MTB-

MLE program was implemented. It was very challenging to contact with the head teachers because the research sites were located in the hilly region. And, it was difficult to talk with them about my goals to visit them and sometimes it was contactless because of not having telephone tower. I contacted with the teachers and explained about my goals to meet their English teachers. The head teachers gave me oral permission to visit their schools and to meet their English teachers those who have been teaching English at primary level. It was very difficult hard for me to meet the teachers because all the schools were closed due to COVID-19.

I postponed my plan to visit the schools. I had planned to select eight English teachers out of ten English teachers but only seven teachers became ready to spend their precious time and share their experiences on the pedagogical knowledge and practices within the context of MTB-MLE implemented schools. I went to visit the research sites. My PhD journey for data collection was full of hurdles and difficulties because of landslides, heavy rainfall and far distanced for walk. It took me five days from Kathmandu to Tipling village of Rubi Valley Rural Municipality. I met my targeted first participant on the way of cutting grass. He did not want to come close to me because of corona virus. I detailly explained about my goals to meet him. Finally, he was convinced and gave me his time at interaction and interview. I visited the MTB-MLE implemented schools and explained my goals to visit the schools and to meet English teachers after six months.

My first interview date with the T2 was 2078-5-12 B.S. and the final interview date with T6 was 2079-4-6 B.S. During the journey of my PhD, I encountered so many problems, challenges to meet the participants. All the participants were in the villages of Rubi Valley Rural Municipality and Khaniyabas Rural Municipality of Dhading.

I took interview three times with T1, T2, T3, one time with T7, two times with T4, T5 and T6 until saturate the data pertaining to the their lived -experiences. It was not easy to meet them because of their time schedule and geographically, it was far to reach the research sites to me. I would take three days to me for walking on foot. When I would meet them again and again, they would feel boring to response my questions. Two of my participants asked me what they could get instead of spending their times again and again, they were not interested to tell their stories about their teaching experiences. Sometimes, I went with them for cutting grass in their fields, I helped them to plough the land, and went to help them for collecting and carrying the woods from the jungle. At that time, I talked informally about their teaching profession. After they convinced, I formally recorded their voices while asking phenomenological questions. My three participants (T1, T3, T4) did not want to tell their experiences in English language because of low English language proficiency and having no exposure to speak English besides their English classrooms. So, they expressed their experiences in Nepali language. Though the participants felt shy and hesitated to tell about their ‘experiences on’ and ‘pedagogical practices of’ MTB-MLE approach in initial stage, they continued participating in the research study until the saturation of the data.

### ***Tools for Data Collection***

The tools used for the collection of the relevant data included the guidelines for the interview and informal interaction with the participants (see Appendix I).

### ***Data Collection Methods***

I employed unstructured phenomenological interview and informal interaction methods for collecting the relevant data to delve into the participants’ experiences and perceptions on the implementation of MTB-MLE approach to language education.

Specifically, I conducted interviews and interactions focusing on exploring teachers' pedagogical knowledge and practices within the framework of MTB-MLE program. These interviews and interactions dealt with various aspects including teachers' teaching experiences, curriculum implementation, teaching methodologies, classroom management strategies, understanding of student dynamics, pedagogical theories, assessment practices, teacher competencies, contextualization in English language instruction, classroom dynamics, and the preparation process of teachers. I followed both inductive and deductive methods to saturate the data during my PhD journey. In deductive method, I interviewed with my participants from the general ideas to the specific ideas in the very beginning of my interviews. In inductive method, I took interviews with the participants on the specific experiences and reasons with the examples to understand better about the phenomenon. This method helped me to understand participants' experiences and their sense making from the specific to the general experiences.

### ***Data Analysis Procedures***

I analyzed and interpreted the data employing the hermeneutic circle approach which Vagle (2018) has termed as the "whole-part-whole analysis method" (p.108). This involved iteratively analyzing and synthesizing the information to uncover the participants' lived experiences regarding the phenomenon under investigation. Within the framework of hermeneutic phenomenology, I focused on understanding the participants' lifeworld without bracketing out my preconceptions.

During the analysis process, I adhered to Saldana's (2013) concept of "theming the data" (p. 127) and Braun and Clarke's (2006) six phases of thematic analysis. These approaches guided me through the following steps in analyzing and interpreting the data.

**Preparing Documents.** Initially, I created 16 written text documents by refining, transcribing, and translating the data gathered during the data collection phase. These documents comprised the participants' lived experiences regarding the relevant phenomenon. Table 2 shows an example of the Nepali transcription and English translation of a portion of the data.

**Table 2.** *Sample of Transcription and Translation of the Data*

<p>तपाईंको विद्यालयमा तामाङ मातृभाषामा आधारित बहुभाषिक शिक्षा कार्यक्रम कार्यान्वयन गर्नु भएको देखियो। तपाईंको भोगाइ, अनुभव अनुसार कसरी साना बालबालिकाहरूले तामाङ भाषामा आधारित बहुभाषिक शिक्षा कार्यक्रमबाट सिक्किरहेका छन्? र यो कार्यक्रम किन तपाईंको विद्यालयमा कार्यान्वयन गर्नु भयो?</p> <p>एकदिन मैले मेरो एकजना साथीलाई घादिङ आउने क्रममा बाटोमा भेटें। मैले के कामको लागि यतातिर आउनु भएको भन्ने प्रश्न गर्दा तामाङ भाषामा आधारित बहुभाषिक शिक्षा कार्यक्रमको तालिममा सहभागी हुन यता झरेको हो भनेर भन्नुभयो। उहाँले मलाई त्यस शैक्षिक कार्यक्रमको बारेमा विस्तृत जानकारी दिनु भयो। साथीको कुराले मलाई प्रभावित बनायो। एकदिन साथीसँगै म पनि तामाङ भाषामा आधारित बहुभाषिक शिक्षा कार्यक्रमको तालिममा सहभागी भएँ। तालिम अबधिमा मैले कार्यक्रमको बारे जान्ने बुझ्ने सुनौलो मौका पाएँ। त्यसपछि मैले २०७५ सालदेखि मेरो विद्यालयको शिशु कक्षा, कक्षा १ र २ मा यस कार्यक्रम लागू गरेँ। अहिले सम्म यस कार्यक्रमले हाम्रो विद्यालयको</p>	<p>R: I saw that you have implemented MTB-MLE program in your school, why did you implement this program in your school? How are your students learning English through MTB-MLE program?</p> <p>T1: One day, I met my friend on the way to Dhading. I asked him for what you are coming to Dhading? I am going to Kathmandu for participating in teacher training conducted form Mother Tongue Based Multilingual Education Program. He shared me details about MTB-MLE program. I was motivated and impressed through his sharing about MTB-MLE. I got an opportunity to participate in teacher training related to Tamang subject, Nepali and English subject up to grade three. I came to know in details about MTB-MLE program during teacher training. Our SMC board implemented this program from 2075 B.C. in KG class in class three up to now. This program has been providing us teaching materials such as Tamang language subject textbooks, theme pictures, TPR card, Pocket chart, A3 letter teaching card, emergent writing materials, pre-reading and pre-writing materials and teacher training in different subjects such as Tamang, Nepali and English. The provided teaching different materials are based on the Tamang language, culture and context. The produced materials are designed and prepared by the coordination, collaboration of different stakeholders such as local government, teachers, SMC board members,</p>
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**Adding the Documents to an ATLAS.ti Project.** In this phase, I added all the text documents to a project in an ATLAS.ti library for the purpose of further analysis as shown in Figure 3.

**Figure 3.** List of Documents Added to ATLAS.ti Project

ID	Name	Media Type	Location	G...	Quotations	Created by	Modified by	Created	Modified
D 1	T1 2nd Int	Text	Library		65	Mobile46	Mobile46	7/31/2022 2:32 PM	9/27/2022 4:37 PM
D 2	T2 2nd Int	Text	Library		33	Mobile46	Mobile46	8/2/2022 2:39 PM	11/12/2022 3:29...
D 3	T3 2nd Int	Text	Library		25	Mobile46	Mobile46	8/11/2022 7:10 A...	11/12/2022 3:30...
D 4	T4 2nd Int	Text	Library		33	Mobile46	Mobile46	8/11/2022 1:24 PM	11/12/2022 3:30...
D 5	T5 2nd Int	Text	Library		28	Mobile46	Mobile46	8/12/2022 10:42...	11/12/2022 3:30...
D 6	T6 1st Int	Text	Library		43	Mobile46	Mobile46	8/13/2022 4:42 PM	11/12/2022 3:30...
D 7	T1 1st Int	Text	Library		38	Mobile46	Mobile46	10/25/2022 10:1...	10/25/2022 12:0...
D 8	T2 1st Int	Text	Library		14	Mobile46	Mobile46	10/25/2022 12:1...	10/25/2022 6:39...
D 9	T3 1st Int	Text	Library		28	Mobile46	Mobile46	10/25/2022 6:48...	10/25/2022 7:07...
D 10	T4 1st Int	Text	Library		22	Mobile46	Mobile46	10/26/2022 6:22...	10/26/2022 7:00...
D 11	T5 1st Int	Text	Library		24	Mobile46	Mobile46	10/26/2022 9:09...	10/27/2022 10:4...
D 12	T7 1st Int	Text	Library		27	Mobile46	Mobile46	10/26/2022 9:56...	10/26/2022 3:26...
D 13	T1 3rd Int	Text	Library		22	Mobile46	Mobile46	10/26/2022 3:30...	10/26/2022 3:40...
D 14	T2 3rd Int	Text	Library		32	Mobile46	Mobile46	10/26/2022 4:07...	10/26/2022 4:39...
D 15	T33rd Int	Text	Library		23	Mobile46	Mobile46	10/26/2022 4:50...	10/27/2022 9:34...
D 16	T62nd Int	Text	Library		31	Mobile46	Mobile46	10/29/2022 4:58...	10/29/2022 4:58...

**Coding the Documents.** I coded the documents added to the project in the ATLAS.ti library by selecting the pertinent words, phrases, clauses, or even sentences and naming them as basic codes. Figure 4 showcases the process of coding documents in an ATLAS.ti project.

**Figure 4.** An Example of Coding



The processes of coding, recoding, merging, splitting, and renaming culminated with 20 commented codes as shown in Figure 5.

**Figure 5.** *Final Exhaustive List of Codes*

Name	Grounded	Density	Groups	Created by
Challenges in teaching English~	9	0	[Classroom practices]	Dipak Tamang
Contextualization in teaching English~	21	0	[Classroom practices]	Dipak Tamang
Evaluation~	11	0	[Classroom practices]	Dipak Tamang
Influence of mother tongue in teaching English~	65	0	[Classroom practices]	Dipak Tamang
Information and communication technology~	23	0	[Classroom practices]	Dipak Tamang
Knowledge of classroom management~	10	0	[Teachers' pedagogical knowledge]	Dipak Tamang
Linguistic landscape in teaching learning En...~	5	0	[Classroom practices]	Dipak Tamang
MTB-MLE approach in teaching English~	11	0	[Classroom practices]	Dipak Tamang
Pedagogical knowledge~	26	0	[Teachers' pedagogical knowledge]	Dipak Tamang
Teacher training~	31	0	[Teacher preparation process]	Dipak Tamang
Teachers' competencies on content knowledge~	12	0	[English teachers' competencies]	Dipak Tamang
Teachers' competencies on curriculum knowl...~	45	0	[English teachers' competencies]	Dipak Tamang
Teachers' competencies on methods and tec...~	74	0	[English teachers' competencies]	Dipak Tamang
Teachers' involvement in developing materials~	4	0	[Teacher preparation process]	Dipak Tamang
Teachers' knowledge of students~	36	0	[Teachers' pedagogical knowledge]	Dipak Tamang
Teachers' professional knowledge~	12	0	[Teachers' pedagogical knowledge]	Dipak Tamang
Teachers' teaching preparation~	8	0	[Teacher preparation process]	Dipak Tamang
Teachers' theoretical knowledge~	10	0	[Teachers' pedagogical knowledge]	Dipak Tamang
Teaching as knowledge transferring in students~	17	0	[Teacher preparation process]	Dipak Tamang
Translation method in teaching English~	13	0	[Classroom practices]	Dipak Tamang

**Creating Themes From the Codes.** In this stage, I created themes by grouping and regrouping the codes and naming and renaming them time and again, on the basis of their similarity in meaning and the function of offering the clues for resolving the research problem and answering the research questions.

**Finalizing the Themes and Codes in ATLAS.ti Project.** I finalized the themes and sub-themes (codes) by reiteratively coding, recoding, merging, splitting, grouping, and regrouping the codes and themes following the principle of hermeneutic circle. I did all these taking help of the feedback from academic auditors including the supervisor, resulting into four major themes supported by total of 20 codes as depicted in Figure 6.

**Figure 6.** List of Code Groups as the Major Thematic Findings

Code Manager		Code Group Manager				
Search Code Groups						
Name	Size	Created by	Created	Modified by	Modified	
Classroom practices	8	Dipak Tamang	6/19/2023 10:14 AM	Dipak Tamang	6/19/2023 10:14 AM	
English teachers' competencies	3	Dipak Tamang	6/19/2023 10:05 AM	Dipak Tamang	6/19/2023 10:05 AM	
Teacher preparation process	4	Dipak Tamang	6/19/2023 10:46 AM	Dipak Tamang	4/2/2024 12:26 PM	
Teachers' pedagogical knowledge in classroom	5	Dipak Tamang	6/19/2023 9:44 AM	Dipak Tamang	6/19/2023 9:44 AM	

**Reporting Theme-Wise Codes With Quotations.** I reported the theme-wise codes with comments and supporting quotations in Microsoft (MS) Word from the ATLAS.ti project, a portion of which is shown in Figure 7.

**Figure 7.** Code-Group-Wise Code Report With Comments and Quotations

**Project: English Teachers' Lived Experiences with Mother Tongue-Based Multilingual Education in Community Schools of Dhading**

Report created by Dipak Tamang on 5/16/2024

**Code Report – Grouped by: Code Groups**

All (20) codes

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**Classroom practices**

**8 Codes:**

- **Challenges in teaching English**

Comment: by Dipak Tamang

*English teachers face the different challenges such as classroom environment, use of language instruction, teaching materials, teaching themes and contents, teaching methods, using ICT and assessment while teaching English in the classroom in the present context. 10/30/2022 7:58:56 AM, merged with Challenges in teaching language aspects 9/27/2022 4:09:23 PM, merged with Challenging in teaching English new vocabulary 10/30/2022 7:58:56 AM, merged with Challenging in using teaching materials 10/30/2022 7:58:56 AM, merged with Challenging to implement ICT in ELT classroom 9/27/2022 4:06:39 PM, merged with Challenging to implement ICT in remote rural schools*

**9 Quotations:**

**1:39 ¶ 26 in T1 2nd Int**

There is no facility of ICT in our school due to geographical, economical and lack of technical knowledge in teachers, lack of manpower, resources and practices.

**2:3 ¶ 4 in T2 2nd Int**

There were not available of online teaching materials but now we have online materials, you tube, mobile apps for teaching English.

**4:5 ¶ 6 in T4 2nd Int**

I only use Tamang language at home; I don't have opportunity to hear English word. Without learning English vocabulary, I cannot teach student well. To understand the

**Writing the Report.** I completed the report of the analysis and interpretation of the data utilizing the theme-wise code report with the associated comments and quotations developed in the 5th stage, further relating them with the selected theories (i.e., schema theory, linguistic interdependence theory, and multi-competence theory) and existing literature reviewed in the literature review section. In my writeup, I have used T1, T2, T3, and so on for Teacher 1, Teacher 2, Teacher 3, and so on respectively. Similarly, the abbreviations—1st Int, 2nd Int, and so on—means first, second, and so on interview or interaction with the concerned teachers.

Apart from the theme-wise code report with the associated comments and quotations, I also reported the documents from the ATLAS.ti project, some samples of which are kept in Appendix II.

To sum up, I interpreted and analyzed the field information both inductively and deductively, following the principle of hermeneutic circle, with the help of ATLAS.ti.

### **Trustworthiness**

Trustworthiness is an important component of the study which refers to the quality of a study that maintains the reliability and validity of a study. It is the quality on which the relationship between the researcher and participant is built up having good virtues, positive attitudes, thoughts and actions honestly in the journey of research. To build trustworthiness, participants' beliefs, thoughts, ideas and their involvement was highly appreciated and given value in my study. In the present study, I have used triangulation, collaboration, member checking and peer review to maintain the "trustworthiness" of the study (Creswell & Miller, 2000).

### ***Triangulation***

I have triangulated the study across participants, methods of data collection and theories. I have collected the data from seven English teachers through interviews and informal interactions with the participants, and analyzed the data through the lens of three theories, namely schema theory, theory of linguistic interdependence, and the multicompetence theory.

### ***Collaboration***

I have collaborated with the participants, with the supervisor and other colleagues to complete my study. I collected the data from the participants by making good relationship with them. However, it was not easy to build up the relationship with them in the beginning days of my data collection. The participants supported me to saturate the data during my study with cooperation and collaboration.

### ***Member Checking***

I used member checking to make the trustworthiness in my study by asking help with the participants to review the transcribed data in Nepali. After transcribing the data, I translated into English and checked with my supervisor and with other PhD scholar friends for refining the language of the translated texts. I checked the texts with the participants, I slightly modified the translated texts after getting their feedback and comments.

### ***Peer Review***

I built up relationship with some colleagues those who were also PhD scholars during my study. We were familiar with one another's research topic and methodology and the language used in the research study so we could share our problems and challenging in our study. Sometimes, I used to check my language especially in translated texts. After checking and refining the language, I showed the

translated texts to my supervisor for the confirmation of the translated texts. Then, I fixed my translated texts or documents to my PhD project in ATLAS.ti library for the analysis and interpretation.

### **Ethical Considerations**

My research used a phenomenological approach, which made me work closely with the participants and the people connected to the research field or community. Therefore, I was obliged to be careful to follow both research ethics and local social norms while collecting the required data and writing the research report. In this section, I discuss some of the ethical concerns I considered during the study. They include: “informed consent” (H. M. Richards & Schwartz, 2002, p. 137) from the participants and voluntary participation, “confidentiality” (LeCompte & Schensul, 2015, p. 233), due respect and no harm to the participants and research’s rigour and honesty.

#### ***Voluntary Informed Consent***

I took informed consent from the selected participants allowing them to agree or disagree to participate and withdraw their involvement in the research project any time they liked. For instance, earlier I had planned to involve eight teachers as the participants in the present research study. However, ultimately the number of participants happened to be limited to seven since one of the intended participants did not show his willingness to share his experience in detail.

#### ***Confidentiality and Anonymity***

I respected the participants’ privacy by keeping their lived experiences and feelings on those experiences confidential and concealing their personal identity through anonymity. For the confidentiality of their information, I created password for the folder for documents on my computer device, and utilized them only for the

research purpose. Anonymity has been maintained using T1, T2, and so on instead of the teachers' names.

### ***Due Respect and No Harm to the Participants***

I always showed my deep respect to my participants and was careful not to harm them or undermine their autonomy. I was mindful to avoid creating any sense of a power hierarchy between me and them. Additionally, I did not disrupt their scheduled teaching duties or household activities for taking an interview with them. I am confident that I did not place the participants in any uncomfortable situations during my field visit.

### ***Researcher's Rigor and Honesty***

I conducted this research rigorously and honestly. This is evident in the detailed descriptions of the research activities and participants' experiences throughout the dissertation. Additionally, I have addressed various ethical concerns and avoided plagiarism by systematically citing all referenced scholarly works in APA 7th style, adhering to APA (2020), following the guidelines of the Faculty of Education, Tribhuvan University. I managed all citations using EndNote.

### **Chapter Summary**

Chapter three discusses the methodology used in the research based on the interpretivist paradigm that focuses on understanding individual perspectives in social contexts. A hermeneutic phenomenological approach was adopted in the study to explore the experiences of teachers in MTB-MLE ELT classrooms in Dhading, focusing on their insights and pedagogical practices. The participants of the study comprised seven English teachers from Tamang language backgrounds who had been selected because of their involvement in MTB-MLE programs. Data were collected through interviews and informal interactions, which are unstructured in nature, against

the challenges presented by COVID-19 and the difficult terrain. In line with the hermeneutic circle, an iterative process of analysis was adopted in order to interpret and synthesize experiences of participants into wider themes. Triangulation, member checking, and peer review were carried out in order to ensure the credibility of this study. Ethical considerations: informed consent, confidentiality, and rights of the participants were guaranteed. This chapter provides an in-depth overview of the methodological framework leading the research, pointing out the importance of insights by participants in shaping understanding within MTB-MLE contexts.

## **Chapter Four**

### **Data Interpretation and Analysis**

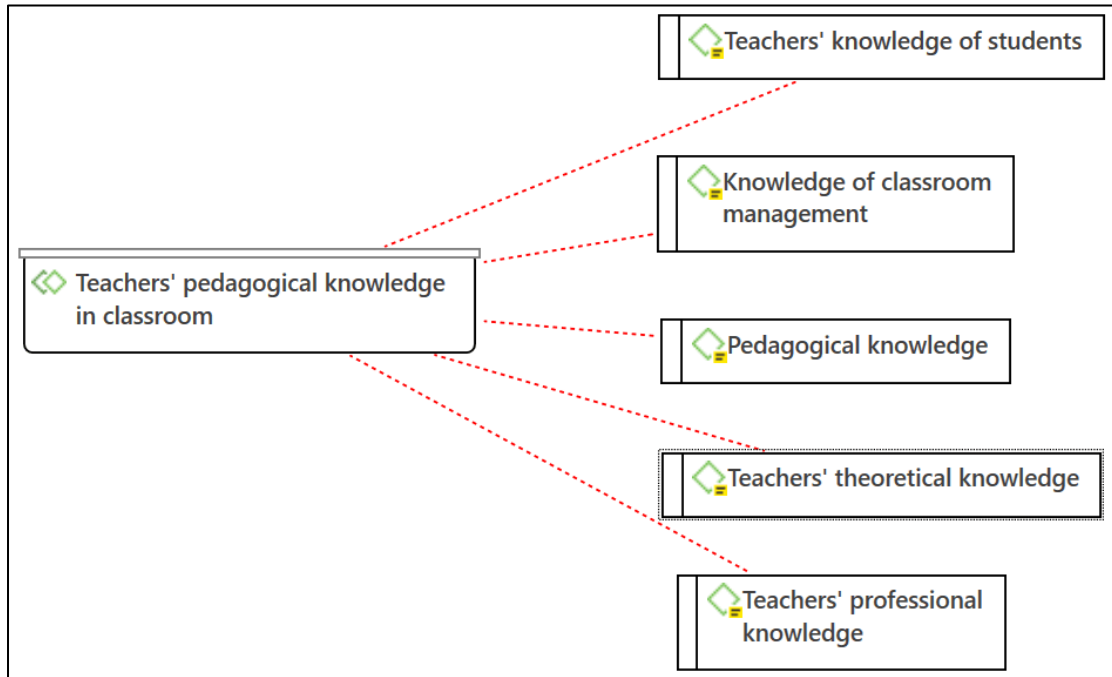
This chapter presents and thematically analyzes participants' experiences of the implementation of MTB-MLE program in the ELT classroom setting, and the sense making of their experiences, including my sense-making of their sense regarding the phenomenon under investigation. The global themes include the English teachers' pedagogical knowledge, their competencies, classroom practices and teachers' preparation process. These global themes are categorized into sub-themes namely teachers' knowledge of students, knowledge of classroom management, pedagogical knowledge, teachers' theoretical knowledge, teachers' professional knowledge, teachers' competencies on content knowledge, teachers' competencies on methods and techniques, teachers' competencies on curriculum knowledge, use of mother tongue in teaching English, contextualization in teaching English, use of information and communication technology (ICT) in teaching English, mother tongue based multilingual education approach (MTB-MLE) in teaching English, pedagogical challenges and strategies, linguistic landscape in teaching learning English, evaluation, translation method in teaching English, teachers' involvement in developing materials, teaching as knowledge transferring in students, teacher training, and professional development and teachers' teaching preparation. Each sub-theme has been interpreted and analyzed.



#### **Teachers' Pedagogical Knowledge in Classroom**

Possessing pedagogical expertise involves more than just transmitting theoretical concepts in a classroom setting. It encapsulates a multifaceted understanding crucial for effective teaching as experienced and reported by the participants. This encompasses a teacher's understanding of their students,

proficiency in classroom management, pedagogical techniques, as well as their theoretical and professional knowledge. Each facet or sub-theme is interpreted and integrated within the pedagogical framework as depicted in Figure 8.

**Figure 8.** *Codes Supporting Teachers' Pedagogical Knowledge*



Note.  = 'Code group' or theme;  = Commented code

### ***Teachers' Knowledge of Students***

Understanding students' linguistic background stands as a fundamental responsibility of educators. This understanding is cultivated through various means, including home visits, direct interactions with students and their families, as well as formal and informal assessments of their needs, interests, behaviors, and psychological inclinations (Kılıc, 2011). In this context, T2 expressed that “teachers need to study about students' psychology in terms of students' needs, motivation and learning capacity” (T2, 3rd Int). This implies that the teachers must invest effort in discerning students' interests, motivations, needs, attitudes, and learning capacities prior to classroom instruction.

Furthermore, teachers' awareness of students' characteristics and needs informs instructional strategies aimed at meeting individual learning requirements (Clark & Peterson, 1986, as cited in Hill & Chin, 2018). T1's expression that, one of the roles of a teacher is "to know about students' linguistic background to scaffold students' learning" (2nd Int). This expression stresses the significance of understanding students' linguistic and cultural backgrounds to facilitate their learning process effectively. In this context, T1 expressed:

There must be a good relationship between me and my student for knowing each other. When I build up relationships with my students, I know them well and they get motivated to learn, they get interested to follow my suggestions and feedbacks. (T1, 1st Int)

This sentiment of T1 is echoed in T2's saying that "It is very important to understand students' prior knowledge, experiences and skills" (2nd Int). This highlights the impact of linguistic backgrounds on students' English language learning in the classroom. Moreover, T4 presents the necessity of considering students' language proficiency, prior knowledge, behavior, and social dynamics within the classroom context when she said, "Teachers' knowledge about students' language, pre-knowledge, behavior, social relationship with others in the classroom is quite necessary while teaching" (2nd Int).

T6 presented "knowledge of students' weaknesses, challenges, and prior knowledge as deemed essential for meaningful instruction. This is depicted in his saying that he studies about "students' weaknesses, problems and challenges in learning before teaching in the classroom" (2nd Int).

Additionally, T3 focused on the teachers' task of not only teaching but also comprehending students' cognitive, social, moral, and behavioral development when

he expressed, “It is not important to teach students but it is the most important to know about the situation of students in terms of cognitive development, social development, moral development and behavioral development” (T3, 2nd Int). The essence of this teacher may be that teaching is not only delivering information but also understanding and responding to the multifaceted needs of students. While imparting knowledge is crucial, it is also important to grasp the intricate contexts that shape each student’s cognitive, social, moral, and behavioral development. Teachers’ role of building positive teacher-student relationships can be reflected in T3’s experience that understanding students necessitates establishing mutual rapport. In his words, “There must be a good relationship between me and my students for knowing each other” (1st Int). Similarly, teachers assume the roles of guardians, co-learners, and friends in their pursuit of comprehending and supporting students’ learning journeys, as T5 regards him as “a guardian, co-learner, and friend” of his students and believes that “teachers and students can interact” with each other only when “they build up a good relationship” (1st Int).

Teachers know students’ linguistic backgrounds by visiting their homes, by interacting them and with their parents. Teachers are encouraged to know about students’ needs, interest, attitudes, behaviors and psychology formally and informally. English teachers expressed their experiences about knowing students’ linguistic backgrounds and their pre-knowledge before teaching support teachers to make their teaching and learning effective. Knowing students in terms of their linguistic background, students’ needs, interest, behaviors, attitudes and their prior knowledge related to the contents are very necessary while teaching English. In the MTB-MLE program, teachers visit students’ homes and their families to understand better their linguistic backgrounds, their interest in learning, motivation, and needs. Teachers visit

in students' home help them to understand about their students' real situation. And that real situation of students supports teachers to guide them in a real direction of teaching and learning by adding new knowledge in them on top of their pre-knowledge and linguistic knowledge. Building a good rapport with students makes teachers' easier and effective their teaching activities.

Teachers cannot know and understand well about students' real background without building relationship with students. As my experiences, teacher is a co-learner, a guide, a guardian and a friend. Establishing a good relationship with them is the main key to understand students' real situation in terms of their linguistic background and pre-knowledge about teaching contents. Students bring language and pre-knowledge from their home to school so teachers' role is to recognize their linguistic background and pre-knowledge about teaching contents, their interest and needs.

As the participants' experiences and perceptions regarding the teachers' knowledge of their students, I, as a teacher of English, also have realized the significance of recognizing and responding to students' linguistic backgrounds, prior knowledge, and individual needs for effective English language instruction. Knowing students' linguistic background is one of the teachers' roles.

### ***Knowledge of Classroom Management***

The importance of cultivating a child-friendly environment within the classroom cannot be overstated, as it greatly enhances the efficacy of systematic teaching practices. Effective classroom management directly influences students' learning experiences, both in overt and subtle ways. This encompasses the physical layout of the classroom as well as its overall atmosphere. A well-managed and

inviting classroom setting not only captivates children's attention but also motivates them towards learning.

As highlighted by T1, classroom management stands as a cornerstone of the teaching-learning process. Without skilled management strategies, educators may struggle to address the individual needs, interests, and motivations of their students, thereby hindering effective instruction (2nd Int). As he said, he has internalized the significance of classroom management which serves as a catalyst for student engagement and learning in the present educational context.

Echoing this sentiment, T2 emphasized the crucial role of classroom management, particularly for English language educators when he uttered from his experience that "If the classroom is not managed well, students cannot learn well" (2nd Int). He argued that a well-organized classroom not only facilitates effective teaching but also ensures that students remain focused on their studies, rather than being distracted by external stimuli. In his own words:

English teacher should have knowledge of classroom management for effective and meaningful teaching activities. . . . When I teach students in a room which does not have the windows and door, my students don't get interested in learning and they get interested to look outside of the classroom. That is why a good classroom management is necessary for students' good attention in learning and they can achieve expected learning outcomes.

(T2, 2nd Int)

T3 presented the necessity of fostering a child-friendly environment within English classrooms to facilitate interactive and student-centered learning experiences (2nd Int). Drawing from her personal experience, T4 emphasized the importance of theoretical knowledge in effective classroom management. She regards "an engaging

teaching approach and a supportive learning environment” among many others as the components of a well-managed classroom. (T4, 2nd Int).

Similarly, T5 stresses the criticality of classroom management in fostering a conducive learning environment (2nd Int). Moreover, T6 describes the key components of effective classroom management, including physical elements and relational dynamics (1st Int). He further adds that by creating an inviting learning environment, educators can motivate students to actively participate in their academic pursuits when he uttered, “If I don’t create a good learning environment in the classrooms, my students do not pay attention properly and get motivated in learning” (T6, 2nd Int). This utterance emphasizes the teachers’ roles of creating a good learning environment through well management of the classroom thereby supporting students to get motivated in their learning.

One of teachers’ roles is to conduct a conducive environment in the classroom from where students freely gain knowledge and practice their knowledge. Classroom management in the present context has been highly appreciated and required to conduct effective teaching at primary level. A well-managed classroom environment helps the students to be motivated and get interested in learning. Child- friendly environment in the classroom has been highly appreciated for the systematic teaching. Classroom management addresses a good environment of classroom which affects students’ learning directly and indirectly. Classroom management comprises of the physical structure of classroom and environment of classroom. Students get motivated and attracted by seeing well managed classroom and peaceful, conducive environment. Teachers’ theoretical knowledge and its implications are important for effective, attentive, and attractive classroom teaching and learning. Classroom is another home for students where they learn to read and write autonomously.

Effective classroom management is indispensable for facilitating meaningful and engaging learning experiences at the primary level. By nurturing a well-structured and welcoming classroom environment, educators can instill motivation and interest among students, thereby fostering their academic growth and development.

### ***Pedagogical Knowledge***

Pedagogical knowledge encompasses a multifaceted approach involving curriculum design, teaching methodologies, and instructional techniques aimed at facilitating effective learning experiences. At its core, pedagogical knowledge encompasses the intricate processes of preparation, presentation, association, generation, and application of knowledge within the teaching and learning framework. This broad understanding extends to the realms of upbringing, education, and the social and cultural development of learners. Within this framework, a contextual pedagogy emphasizes the systematic conceptualization of educational delivery tailored to individual and societal needs within the broader context of human development. This holistic view integrates various elements, including subject matter expertise, pedagogical understanding, awareness of student dynamics, and the nuances of environmental contexts, into the teacher's repertoire of skills and knowledge.

Regarding the gradual development of pedagogical knowledge in teacher through experience, T1 reported his experience that initially he faced challenges in his teaching endeavors, struggling to achieve desired outcomes. However, a transformative experience occurred when he had the opportunity to observe an English class at a neighboring school. In this regard, he narrated:

In the beginning days of my teaching profession, I did not know about teaching pedagogy, I taught students but my teaching was not effective. I

realized and evaluated myself now. I was not aware of what to teach, why to teach, how to teach. One day, I went to participate in a meeting of my neighbor school. I got an opportunity to observe English teaching in class three. English teacher used daily lesson plan, week plan, teacher guide. By observing the class, I was impressed and motivated to follow the same teaching strategy. It was a quite different English class than my English class in terms of starting the lesson, teaching method, using language instruction, teaching activities, evaluation, classroom management and using teaching materials. (T1, 2nd Int)

By this narration, he means to say that he witnessed the systematic implementation of lesson planning, teaching methodologies, and effective classroom management techniques (T1, 2nd Int). This exposure presents the pivotal role of pedagogical knowledge in enhancing teaching efficacy and student engagement. It illuminates the importance of reflective practice, wherein educators continuously evaluate past experiences, seek insights from colleagues, and adapt strategies to suit the unique dynamics of their classrooms.

In line with T1's essence of pedagogical knowledge, T2 emphasized the importance of "systematic teaching" in achieving educational objectives, highlighting the indispensable role of "pedagogical knowledge" in this endeavor (T2, 2nd Int). By employing pedagogical principles, educators can ensure a structured approach to instruction, thus facilitating effective learning experiences. This structured teaching methodology, informed by pedagogical practice, enables teachers to navigate the complexities of the classroom environment with precision and coherence.

Furthermore, T2 expressed the necessity for educators to be well-versed in the various components of pedagogy, including "curriculum design, language instruction,

classroom management, understanding of learning processes, familiarity with student dynamics, mastery of teaching content, utilization of teaching methodologies, selection of appropriate teaching materials, and proficiency in evaluation techniques” (2nd Int). This comprehensive understanding of pedagogy equips teachers with the requisite knowledge and skills to navigate the challenges of classroom instruction effectively.

In essence, T2’s insights shed light the critical importance of pedagogical competence in the teaching profession, particularly in the context of English language instruction. By embracing pedagogical principles and practices, educators can create helpful learning environments where students can flourish and achieve their learning goals.

T3 also stressed the importance of pedagogical knowledge for effective teaching when he said, “If a teacher does not have pedagogical knowledge, he/she can be confused in terms of what to teach, why to teach, how to teach” (3rd Int). He rightly intends to say that without pedagogical knowledge, teachers may struggle with what, why, and how to teach, leading to confusion. Qualified educators possess pedagogical expertise, enabling them to set clear teaching goals and choose suitable methods confidently. Overall, embracing pedagogical principles ensures teachers can navigate their instructional responsibilities with clarity and confidence, enhancing student learning outcomes.

T4 emphasized how pedagogical knowledge boosts teachers’ confidence and competence for effective teaching in the classrooms (1st Int). She reported her professional transformation as:

I did not know about teaching contents, methods, skills, techniques and different activities while I was joining teaching profession. I was not capable

of teaching students confidently. I studied curriculum, skills, approaches, methods, techniques and classroom management. (T4, 2nd Int)

In line with her report, I have also experienced that pedagogical knowledge ensures well preparation of lessons before entering the classroom. T5 asserted that “without having knowledge about pedagogy”, he “cannot teach students properly” (1st Int). His assertion indicates that pedagogy constitutes specialized knowledge crucial for proper teaching. Without it, effective instruction becomes challenging, hindering students’ learning progress. He regards pedagogy as a tool for teachers’ preparation and advancement, fostering reform and growth in students’ education.

In T6’s experience, there is importance of teachers’ familiarity with curriculum, instructional materials, content, and teaching methods as part of pedagogical knowledge (1st Int). Teachers must be competent in pedagogical knowledge, particularly in English teaching, encompassing various aspects such as content, methods, skills, techniques, materials, and assessment.

Teaching pedagogy refers to using curriculum, teaching methodology and techniques. Pedagogical knowledge comprises of preparation, presentation, association, generation, and application in the process of teaching learning activities. Pedagogical knowledge is related to the process of upbringing, teaching, learning social and cultural development. A contextual pedagogy always focuses on the systematic conceptualization of the process of providing education for the individual and social life sphere in the conditions of human development. Pedagogical knowledge integrates subject matter knowledge, knowledge of pedagogy, knowledge of students and knowledge of environmental contexts of teacher knowledge. Teachers’ pedagogical knowledge prepares teachers to be creative, cognitive by the help of training and experiences in the process of teaching learning activities.

Teachers' pedagogical knowledge is the most important thing in the process of teaching, without having knowledge in teachers, they cannot teach effectively being competent and confident. Pedagogical knowledge supports teachers to be competent in delivering teaching concepts, approach, rational and reasoning critically on the subject matters while teaching in the classroom.

Pedagogical knowledge is a dynamic and evolving aspect of the teaching profession. It evolves through continuous learning, practical experience, and professional development opportunities. By equipping educators with the necessary tools and insights, pedagogical knowledge plays a pivotal role in shaping the future of education and fostering positive learning outcomes for all students as experienced and perceived by the participants of the present study.

### ***Knowledge About Learning Theories and Their Implications***

Developing foundational theories of language acquisition or learning and effectively applying them in the classroom for English instruction are both vital tasks. While expecting basic-level teachers, the focus of this research, to generate new theories might be unrealistic, they can certainly comprehend existing theories and integrate them into their teaching practices. In terms of the participants' grasp of learning theories and their application, they acknowledged the significance of such knowledge. However, their expressions revealed a deficiency in understanding and implementation of the theories.

In this regard, for instance, T1 emphasized the utility of behaviorism theory in understanding student behavior and tailoring teaching methods accordingly. He said that he adapts the instructional strategies to suit "individual students' needs and interests by observing their behaviors, responses, and interactions" (T1, 2nd Int).

Furthermore, T3 expressed the importance of behaviorism theory in facilitating student learning through hands-on experiences and habit formation. In his words, “I apply behaviorism theory in my English class for students’ reaction in learning by doing and habit formation” (T3, 1st Int). It is true that by applying behaviorism theory, educators can effectively measure student reactions and adapt teaching approaches to foster a conducive learning environment.

Similarly, T5 presented the role of behaviorism theory in recognizing students’ learning habits and problem-solving abilities. He remarks: “Behaviorism theory is for understanding students’ daily behavior. They learn through their experiences and make knowledge based on their experiences” (T5, 1st Int). Through continuous practice and experiential learning, students can develop a deeper understanding of English language concepts.

Additionally, social constructivism theory, as articulated by T1, emphasizes the collaborative construction of knowledge through social interaction (1st Int). This implies that educators can facilitate meaningful learning experiences by encouraging students to engage with peers and instructors both in and out of the classroom.

T3 further emphasized the role of social constructivism theory in bolstering “students’ confidence level” and fostering collaborative learning environments implying that students can construct new knowledge collaboratively through group discussions and interactive activities.

T5 had a similar observation. He illustrates how social constructivism theory promotes interactive learning through group discussions and knowledge-sharing activities. Following him, educators can stimulate critical thinking and knowledge construction among students by providing guided questions and facilitating group interactions.

Constructing the theories is not important but implication of theories in the real classroom is the most important while teaching English for the effective teaching in the present context. English teachers are required and recommended to apply teaching learning theories in the classroom after they gained knowledge about the different theories. Theories support the teachers to understand the nature, behavior, interest, need and attitudes of the students.

Implication of behaviorism theory and social constructivism theory supports teachers to know about students' motivation, interest, response, experience, participation in learning before teaching students. Learning theories such as behaviorism theory and social constructivism theory are applicable, suitable and contextual to teach and learn English in the present context. Implication of social constructivism theory in the classroom has been the more interactive and constructive to build and share ideas in group while discussing on a topic. Students construct new knowledge based on their pre-knowledge. Social constructivist theory has been applicable, suitable and contextual while teaching English in the classroom for effective teaching learning activities. Implication of behaviorism theory and social constructivism theory have been become reliable, practical, applicable and contextual in the context of teaching and learning English by interacting with students in the classroom. Students can get opportunities to learn English by doing and by experiencing in the classroom having motivation, feedback, reinforcement, encouragement and participation.

Overall, the utilization of behaviorism theory and social constructivism theory in English language instruction provides practical and context-based teaching and learning strategies. However, the participants appeared to overlook critically examining the limitations and potential drawbacks of these theories. Additionally,

their understanding seemed deficient in other theories, such as cognitive, affective, and socio-cultural theories of learning, which cannot be adequately addressed solely through behaviorist or constructivist frameworks.

### ***Teachers' Professional Knowledge***

Teachers' professional knowledge in teaching encompasses a spectrum of experiences and competencies essential for effective teaching, including skills, knowledge, qualifications, and abilities. It encompasses various facets such as interpersonal skills, analytical prowess, leadership cultivation, decision-making aptitude, communication finesse, and time management proficiency. Within this framework, T1 articulates a sense of pride in being an English teacher, noting his significant role as the first English teacher in the village. He uttered, "I feel a proud of being an English teacher because I am the first English teacher in our village. Teaching profession has motivated me to make my identity in our Tamang community" (T1, 2nd Int). His narration indicates that he is highly satisfied with his job of teaching, and the esteemed status of English teachers within the Tamang community further serves as a motivating force for teachers to excel in their profession.

Furthermore, T1 regards English education as "the central mediator" for establishing a good relationship with the members in in the Tamang community (T1, 2nd Int). This implies that the value attributed to English education has facilitated strong bonds between English teachers and community members, leading to heightened awareness and appreciation for English education. This cooperative relationship reinforces teachers' motivation and presents the importance of professional development in the teaching profession.

T3 said, “If I want to be a successful and competent teacher, I should have teaching knowledge and teaching practice”— emphasizes the indispensable link between teaching knowledge and effective instruction, asserting that teaching without a solid understanding of pedagogical concepts and practical experience is unsustainable (T3, 2nd Int). He further maintains that success as a teacher necessitates a deep comprehension of teaching theories, methodologies, and practical application. Similarly, T6 presents the significance of “comprehending the scope and importance of teaching,” asserting that a clear understanding of these aspects is vital for fulfilling the responsibilities inherent in the profession (1st Int).

Moreover, T7 emphasized the importance of continual learning, self-reflection, and evaluation in fostering professional growth when he asserts that “teaching profession is not only for teaching others but learning myself and building up teacher professional development” (1st Int). It implies that teaching is not merely about imparting knowledge but also entails personal growth and development for educators. T2 reinforces the notion that a profound understanding of the profession is foundational for effective teaching practices, encompassing knowledge of “teaching purposes, procedures and teaching learning activities” (1st Int).

Furthermore, T2 elucidates the transformative journey from a student struggling with English to becoming an English teacher. He articulated:

When I was admitted in pure science at intermediate level, I had to study in English medium but it was too difficult to study science because of not having good in English. I joined in English language learning class. English learning class motivated me to study about English deeply. I started to study English subject at intermediate level. I accumulated knowledge and experience about

English language. I got interested to be an English teacher and I joined teaching profession as an English teacher in my village's school. (T2 3rd Int)

T2 further presents the prestige and recognition accorded to English teachers within the Tamang community stating that "English teacher in our Tamang community is highly respected and prestigious; identity and scope of an English teacher in our Tamang community are so appreciated" (T2 3rd Int). T4 and T5 emphasize the indispensability of theoretical knowledge and practical experience in teaching, emphasizing the need for teachers to possess the requisite skills, confidence, and proficiency in delivering subject matter effectively.

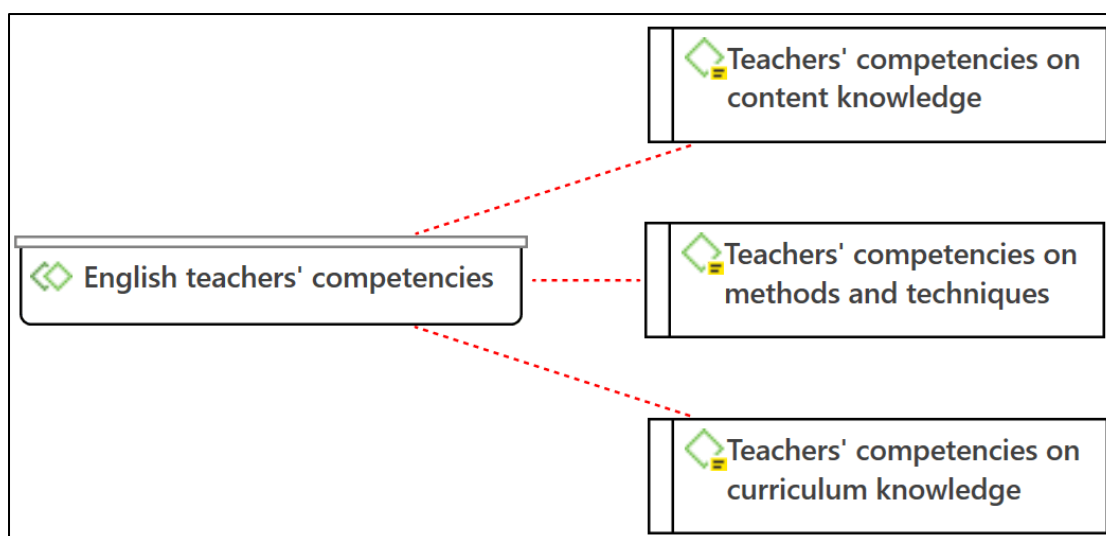
Professional development refers to the teaching experiences, skills, ability, knowledge and qualification. Professional development is related to interpersonal skills, analytical skills, developing leadership, decision making, communication, and time management. Professional development refers to the teaching experiences, skills, ability, knowledge and qualification. Professional development is related to interpersonal skills, analytical skills, developing leadership, decision making, communication, and time management. English teachers' prestige and identity have been highly respected in the context of Tamang community that motivates teachers to be professional in teaching English. The value of English education in Tamang community has been highly accepted and respected. English language teachers have been able to establish strong relationship with other community people because of becoming English teachers and English teachers have been successful to raise awareness about English education in Tamang community. Building good relationship with community people supports teachers to be motivated and honored for developing their career in teaching profession. Teachers' pedagogical knowledge in teachers is for the systematic and effective teaching that enhance students' learning achievement.



Teachers' professional development always related to teachers' qualification, specification in skills, experience and having knowledge of teaching theoretically and practically. Teaching experience, individual updates, reflective teaching and self-evaluation really support teachers to build up professional development in teachers. Professional development in teaching entails a multifaceted approach encompassing theoretical knowledge, practical experience, interpersonal skills, analytical acumen, and decision-making abilities. It is a continuous journey of growth, reflection, modification, self-evaluation and refinement aimed at nurturing competent and confident educators capable of making a meaningful impact in their classrooms and communities.

### **English Teachers' Competencies**

Enhanced teacher competencies instill confidence in delivering classroom instruction effectively. Teachers' competency across content, methods and techniques, and curriculum understanding is crucial for optimal performance as experienced and reported by the participants. I have analyzed the teachers' experiences on the role of these competencies in shaping impactful teaching practices, drawing from personal experience. Teachers' competencies help the teachers to be confident to deliver the teaching contents in the classroom. Teachers need to be competent in their performance. This theme includes competencies on curriculum knowledge, competencies on content knowledge and competencies on teaching methods, skills and techniques. Sub-themes are interpreted with the literatures as shown in Figure 9.

**Figure 9.** *Codes Supporting Teachers' Competencies*



*Note.*  = 'Code group' or theme;  = Commented code

### ***Teachers' Competencies on Content Knowledge***

Language teaching or learning cannot occur in a vacuum; it requires meaningful content or subject matter to facilitate the process of teaching and learning. Thus, a proficient language instructor must possess a solid grasp of the content they are teaching, regardless of the language being instructed. This competency in content not only fosters confidence but also enhances the effectiveness of teaching and learning activities.

Participants in this study have expressed the indispensability of teachers' content expertise through their own experiences. They recount instances where inadequacies in content knowledge compromised their effectiveness in the classroom. For instance, one participant recognized the necessity of understanding the material to be imparted to students, acknowledging, "I have to be serious on what content to teach" (T4, 2nd Int). She has also shared an embarrassing anecdote of being unable to explain basic vocabulary—skunk, sandwich, and carrot stick—during a lesson on

'Lunch Box Surprise,' illustrating the consequences of lacking content comprehension. Her anecdote goes like:

In my experience, If I don't have specific content knowledge, I cannot teach students well. For example; I directly taught without preparation about Lunch Box Surprise which is in the thirteen lesson of grade two English book but I could not understand about the lesson. Students asked me question about the meaning of skunk, sandwich and carrot stick words but I could not give the answers because I had no ideas about these words. (T4, 2nd Int)

Similarly, another participant self-confessed to struggling with teaching the present tense due to insufficient preparation, in his articulation:

If I do not have knowledge related to teaching content, I cannot teach to my students well. For example; I tried to teach the students of grade three about the aspects of present tense without preparing and having knowledge but I could not teach because I did not have much knowledge about present tense. My students asked me questions about present tense but I could not answer confidently and clearly. From that day, I started to read and learn the structures and examples of all aspects of present tense seriously. (T3, 2nd Int)

This experience prompted a shift towards thorough content preparation before classroom instruction. Personally, even I encountered nervousness stemming from inadequate content knowledge while teaching in Grade 7 as a student teacher in my bachelor level teaching practice. This experience reinforced the importance of thorough preparation in both content and language before stepping into the classroom.

Having content knowledge in English language teachers is what it is to be taught from familiar to unfamiliar, from known to unknown, from simple to complex in accordance with the students' need and interest in the present context. English

teachers should be aware of about content knowledge theoretically before implicating knowledge in the real classroom.

Having content knowledge theoretically in English teachers create the situation of being confident in teachers before teaching in the classroom. Without having the meaning and purpose of teaching contents, teaching learning activities cannot be effective. And, English teachers should have knowledge related to English vocabularies, grammar and pronunciation while teaching English in the classroom. English language teachers have to know about the meaning and purposes of teaching contents and teachers should be qualified and trained well before teaching students.

Teachers' preparation, practice, training are important factors to teach students about the language aspects and other different teaching contents. Teachers' content knowledge has been become very important theoretically before teaching students about the contents. Teachers are required to be confirmed about the purpose of teaching subject matter. English language teachers have been required to have knowledge of different contents related to language aspects theoretically before teaching in the real classroom. To teach properly for students, teachers must have proper knowledge related to teaching contents and teachers must be prepared by understanding the meaning, concept and purposes of teaching contents. Having content knowledge in English teachers has been taken as a preparation, confidence to perform in a real classroom. English teachers who have a good foundation of content knowledge only can lead the students on the right way.

Teachers' content knowledge supports to combine content knowledge and pedagogical knowledge. English teachers are required to have specific content knowledge, concept of content knowledge, practice of content knowledge while teaching English. Teachers' content knowledge in teaching profession has been highly

appreciated and has been experienced quite important to deliver in the classroom pedagogically and specifically on the selected topic/content for effective teaching. Transforming teachers' theoretical content knowledge in students depends on students' ability, interest and motivation in the present context. Knowledge can be transformed from other domains to construct new knowledge. Teachers' ability and familiarity with the related subject matter can determine teachers' specific knowledge to get well prepared for effective teaching.

The collective experiences and perceptions of teachers affirm the pivotal role of content knowledge in facilitating effective teaching and learning. It presents the significance of educators being well-versed in the subject matter they deliver, ultimately enriching the educational experience for both teachers and students alike.

#### ***Teachers' Competencies on Methods and Techniques***

Enhancing teachers' competencies in various teaching methods and techniques is crucial for facilitating the learning process. Mastery in these domains equip educators with the ability to cultivate dynamic and impactful classroom settings. As for the perception of participants regarding the significance of teachers' competencies in teaching methods and techniques, they indicated favoring and employing discussion, role play, demonstration, and creative writing methods/techniques in teaching English. For instance, T1 emphasized the benefits of the discussion method, underscoring its role in nurturing students' confidence, leadership, and social skills when he said:

I mostly use discussion method because it is very useful to teach primary level students by participating them in an interaction by providing questions related to the topic. I let them discuss in their mother tongue about the topic or lesson, for example, 'Me and My Family'. Students avoid their frustration, hesitation,

fear in learning and they develop their confidence level to speak, they build up their habit to engage in socialization, they gain knowledge through socialization, they develop leadership, they learn both academic skills and soft skills, they feel freedom to express their ideas and thoughts, they get motivated learning in group, they become constructive and creative in generating ideas, they develop habit of prediction, imagination and think critically. (T1, 1st Int)

Similarly, T2 and T3 echoed similar sentiment, emphasizing the importance of interaction and socialization in knowledge construction (T2, 1st Int; T3, 2nd Int). T4 and T6 elaborated on how discussion encourages collaboration, cooperation, and participation among students, ultimately enhancing their learning experience (T4, 1st Int; T6, 1st Int). For example, in this context, T4 articulated:

When I teach the lesson, I do discuss on the pictures of the lessons. I teach by asking open questions and interact with the students about the pictures of lessons. When I use this method, all the students get equal opportunity to participate in discussion about the lessons having communication and interaction and motivation for sustainable learning. (2nd Int)

However, T5 highlighted the significance of role play in promoting active learning and confidence among students. By engaging in conversations and acting out the role play, students develop communication skills and overcome inhibitions (T5, 2nd Int). T1 and T3 also advocated demonstration method, acknowledging that it serves as a platform for students to showcase their abilities and ideas, thereby bolstering their confidence and leadership qualities (T1, 1st Int; T3, 2nd Int).

Additionally, T2 and T3 endorsed a technique of creative writing, which, as they reported, fosters independent thinking and expression, enriching students' learning experiences (T1, 3rd Int; T2, 3rd Int). For instance, T2 expressed:

Creative writing skill is the most important in students from the lower level to higher level study. It motivates the students to create new story, essay, poem and descriptive text independently. In the first phase of creative writing, I say to my students to draw a picture that you like the most. I say them to describe about picture in oral form. Then, I get them to write about the picture. I suggest them whatever you have missed in their writing. In the second phase, after written by the help of picture, I give them the topics for their independent creation. I get them to interact orally and then I let them write about the topic. I check their coherent and cohesion in writing. I get constructive feedback them to re-write again on the same topic. (T2, 3rd Int)

T4 and T7, however, highlighted the usefulness of various techniques such as storytelling, reading drills, and using technology for educators to create engaging learning environments that cater to diverse learning styles and abilities.

The data reveals a predominant recognition among teachers regarding the significance of what they term the "discussion method/technique." However, alternative approaches such as role-play, demonstration, and creative writing methods are also endorsed by some educators for English instruction. Additionally, a minority of participants advocate for techniques like storytelling, reading drills, and using technology to foster an engaging learning atmosphere in the classroom. Teachers' competencies on teaching methods and techniques are essential parts of teaching learning process. Competencies of methods and techniques supports the teachers to make the class effective and attractive while teaching.

Discussion method while teaching English is contextual method in terms of building speaking skill, building interaction habit in students, building confidence level in students and knowledge construction through interaction, conversation and dialogue. Practice of discussion method in the classroom has been an effective method for students' academic and soft skill development. In academic skill, they can develop listening skill, speaking skill, creative thinking skill, interpersonal skill. In soft skill, they can develop communication skill, problem solving skill, leadership skill and critical thinking skill. They become collaborative, cooperative, interactive and socialized. They construct knowledge through socialization. Using different techniques while teaching English supports teachers to make the class effective and meaningful. Students can learn easily about the contents by the help of using techniques what their teachers taught Techniques motivates students to learn well with the better understanding. Practice of using different teaching techniques support teachers and students to make the class interactive, constructive and meaningful. Story telling is one of the best techniques of teaching language which motivates the students to learn in better way. Telling story draws students' attention in learning.

Embracing a diverse array of teaching methodologies not only enriches students' comprehension of English but also nurtures vital skills such as communication, creativity, and leadership, thereby promoting holistic development within the classroom.

### ***Teachers' Competencies on Curriculum Knowledge***

Curriculum outlines a structured framework of teaching and learning activities, encompassing teaching materials, objectives, contents, methods, and assessment. Prior to entering the classroom, English teachers should grasp the theoretical underpinnings of curriculum. It is imperative that curriculum remains

contextual, aligning teaching approaches, methods, and activities with the specific educational setting. In connection with this, the participants seemed to be aware of the importance of the curriculum knowledge on the part of English teachers. T1, for example, emphasizes that curriculum acts as a plan or roadmap for teaching endeavors, guiding instructors toward achieving teaching objectives effectively (2nd Int). T2 stresses the indispensability of adhering to curriculum guidelines to attain desired learning outcomes in students (2nd and 3rd Int).

T4 expressed the necessity for teachers to acquaint themselves with curriculum components to ensure effective teaching when she said, “To gain the expected goals of teaching, teacher should have theoretical knowledge about curriculum including teaching contents, teaching methods, materials, evaluation, then teachers can apply in the classroom for the better teaching” (T4, 1st Int). In the same vein, T6 presents the pivotal role of curriculum in fostering productive teaching endeavors (1st Int). Likewise, T7 presents curriculum’s utility in promoting holistic student development (1st Int). T3 emphasizes that familiarity with curriculum enhances teaching efficacy and student learning (2nd Int).

T5 asserts the importance of English teachers’ comprehension of curriculum components for effective teaching (1st Int). Similarly, T6 advocates for contextualized curriculum to accommodate evolving educational needs (2nd Int).

Integrated curriculum emerges as a transformative approach, as affirmed by T1 and T3 (T1, 2nd Int; T3 2nd Int). T1, for example, remarks:

Integrated curriculum includes the similar teaching contents in different subjects of the different classes. For example, the same lesson ‘Me and My Family’ and its teaching contents or kinship terms such as father, mother, sister, brother, grandfather, grandmother, uncle and aunt. The same lesson and

teaching contents have repeated in class one to class three in English book and in Nepali subject and social subject. (T1, 2nd Int)

T2 emphasizes the need for teachers to grasp the intricacies of integrated curriculum to facilitate optimal learning outcomes (3rd Int). T6 presents the benefits of integrated curriculum in promoting sustained learning experiences across subjects and grades (2nd Int). In integrated curriculum, thematic approach has been included for effective teaching. Using thematic approach in teaching English has been implemented in the present context for the effective teaching. Thematic approach includes many areas/ subjects of curriculum integrate with in the same theme while teaching. In addition, T1 expressed, “Thematic approach has been used in integrated curriculum for the better teaching activities at basic level. The same teaching methods, teaching skills, techniques and activities have used from class one to three to teach the same lessons and contents” (T1 2nd Int). Thematic approach focuses on the same teaching contents in the different subjects of different classes for students’ better understanding. Thematic approach has been used while implementing integrated curriculum at primary level especially in class one to three.

Similarly, T3 said, “Integrated curriculum is based on thematic approach. For example; 'Me and My Family' lesson and the contents related this lesson are repeated and included in other subjects (e.g. social and My Country) across the classes at basic level. Students get more opportunities to learn about the similar topic, contents and they understand deeply”. (T3 2nd Int) When teachers teach in accordance with thematic approach, students get more opportunities to learn the same teaching contents in the different languages and subjects for students’ effective learning. T5 said, “When I participated in the teacher training, I got to know about the integrated curriculum. I understood that integrated curriculum is based on the thematic approach,

the same teaching content is repeated in different subject and in different classes for the better comprehension in students. For example; ‘Me and My Family’ lesson and its contents have included from grade one to grade three in different subjects like; social subject and Nepali subject for a specific teaching learning”. (T5 2nd Int) For specific and inclusive learning, thematic approach has been used to teach students for their better learning achievement and for equipping their learning experiences, collecting knowledge and skills in different subjects on the same contents.

Additionally, T6 said, “Teaching contents have been designed according to integrated curriculum are easy and comprehensive to teach students because the same lessons and contents are repeated in different subjects across the classes (grade one to grade three). For example; ‘Me and My Family’ in the textbook of English is mentioned in grade one to grade three in English subject, in social subject, Nepali subject respectively. It has become easy for students to learn deeply on the same lesson and content”. (T6, 1st Int) Teachers claim that teaching the same contents in the different subjects with the help of thematic approach has been meaningful in the context of getting more opportunities to learn the same subject matter in the different subjects of schooling for students’ better performance and competence.

In this regard, T1 expressed, “Integrated curriculum has included thematic approach especially in English from class one to class three. Integrated curriculum has included various activities by organizing and managing of different subject in a single theme” (T1 1st Int) Students can learn more about the same content for their good comprehension with the help of different activities across the classes.

T6 said, “I use thematic approach while teaching English for better understanding about the same teaching content” (T2, 3rd Int). Thematic approach has used for students’ better understanding on the same theme and content while teaching English,

Nepali and other subjects. Thematic approach helps students to connect their ideas in the different subject that makes them strong in getting education. In addition, T2 said, “I use thematic approach for students’ creative learning.” (T2, 1st Int). Thematic approach supports students to be creative in the different subjects on the same theme. T6 expressed, “Thematic approach is mainly based on the same theme to teach about different subjects at the same time. For example, If I teach about circle in English and golo in Nepali” (T6, 2nd Int) Students can learn about the same theme in different subjects by the help of thematic approach.

Integrated curriculum is based on the thematic approach because the similar contents across the subjects have included for the better understanding in students. In the present context, integrated curriculum has implemented at basic level education and, it has been become fruitful for students. Integrated curriculum focuses on thematic approach to teach students in many subjects by interacting, constructing knowledge and transferring knowledge from one subject to another subjects.

Thematic approach in teaching English supports teachers to connect the many areas of intended curriculum while teaching English and other subjects across the classes by integrating within a theme. For example, the same lesson ‘Me and My Family’ and its teaching contents or kinship terms such as father, mother, sister, brother, grandfather, grandmother, uncle and aunt. The same lesson and teaching contents have repeated in class one to class three in English book and in Nepali subject and social subject. To have knowledge of curriculum in teachers is the first priority before using curriculum in the real classroom for student- oriented teaching. To be competent teachers, teachers should have theoretical knowledge and practical knowledge to teach students as intended by curriculum. Integrated curriculum has been supportive for the teachers to teach the similar subject matters across the

different subjects at basic level. Students have got the more opportunities to have experiences about the similar contents across the subjects and grades because of implementing integrated curriculum at basic level. Students feel easier and motivated to learn subject matters repeatedly.

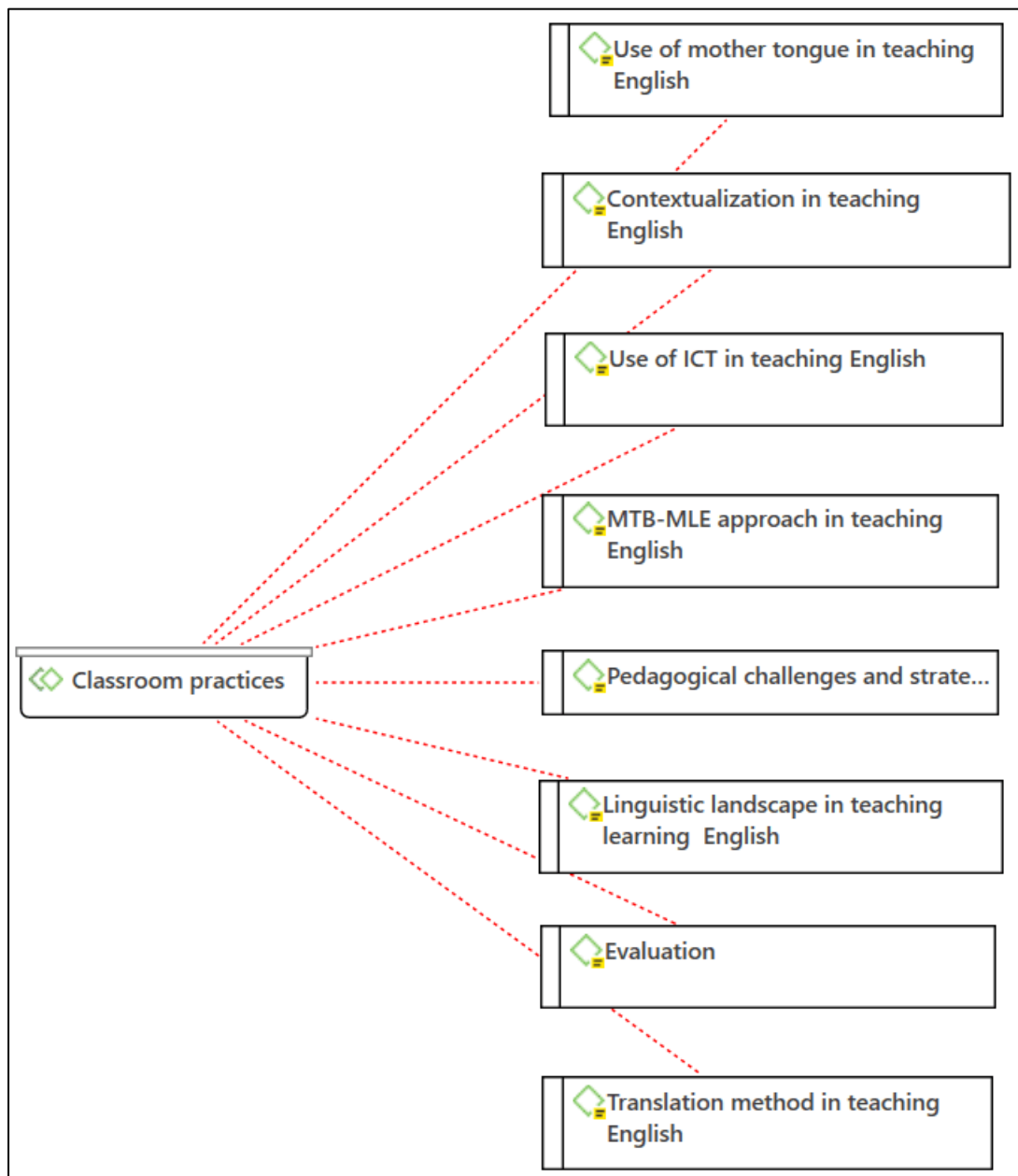
Curriculum is a plan of teaching learning activities which make the teaching systematic and purposeful. Curriculum comprises of teaching materials, teaching objectives, teaching contents, teaching methods and assessment. English teachers are encouraged to have theoretical knowledge of curriculum before teaching in the classroom. Curriculum must be contextual in terms of teaching content, approaches, methods and activities. Having profound knowledge related to curriculum is the prominent thing in teachers for effective, easy, successful teaching. English teachers are required to have the concept, meaning, importance and use of curriculum for constructive teaching. To produce a contextual curriculum, local teachers are highly appreciated and participated in order to understand about curriculum and implement curriculum in the classroom. The role of local teachers is the most important to give a shape of contextual curriculum including local language, local content and local materials in the present context.



Overall, the participants perceive a vital importance of English teachers understanding curriculum theory before teaching. They emphasize the need for teachers to grasp curriculum components like objectives, content, methods, and assessment criteria for effective teaching and learning. Additionally, the participants show their recognition of the evolving nature of education, advocating for contextualized and integrated curricula to meet changing student needs and promote holistic development.

### **Classroom Practices**

Classroom practices support the teachers to interact with the students by the help of instructional methods and approaches. Classroom practices promote students' learning by developing their academic and soft skills in the classroom. Classroom practices facilitate teacher-student interaction through various instructional methods and approaches. They enhance students' learning by nurturing both their academic and soft skills. These practices, as reported by the participants, encompass a range of strategies, such as employing a mother tongue-based multilingual approach in English instruction, integrating information and communication technology, addressing challenges in English teaching, incorporating contextual teaching content and language instruction, prioritizing student-centered methodologies, evaluating translation methods, and utilizing linguistic landscapes to enhance English learning, as depicted in Figure 10.

**Figure 10.** Codes Supporting Existing Classroom Practices



Note.  = 'Code group' or theme;  = Commented code

### ***Use of Mother Tongue in Teaching English***

Using mother tongue as the medium of instruction (MOI) in teaching English has emerged as a significant issue in ethnic group communities' schools in Nepal. It enhances students' understanding, aids in vocabulary development, and fosters inclusion. Studies highlight its effectiveness, particularly for young learners. Mother

tongue MOI creates a comfortable environment, boosts confidence, and facilitates interaction in English classes, aligning with UNESCO's emphasis on the importance of mother tongue in education. Transitioning across languages in MOI enhances teaching and learning, bridging home and school experiences and promoting literacy skills acquisition.

Regarding the use of mother tongue in teaching English, T1 articulates that he uses students' native language (here, Tamang) to “enhance their learning experience, boost their confidence, and facilitate discussion about the lesson content” (T1, 1st Int). Furthermore, T1 articulated:

Employing the Tamang language in English classes prompts students to inquire in Tamang when they encounter difficulties, fostering attentiveness, happiness, and a genuine interest in English learning. It cultivates their motivation and bolsters their ability to converse comfortably in their native tongue at the primary level. (T1, 2nd Int)

T1 further elaborated, “Students feel a sense of belonging when I integrate their Tamang language into the classroom environment. They engage in discussions, retaining lesson content for extended periods” (T1, 2nd Int). He also argues that the use of the mother tongue in English instruction fosters a homely atmosphere by facilitating communication, discussion, content delivery, and enduring comprehension.

Reflecting on his recent teaching experience, T1 recounts:

I taught English articles like ‘a’ and ‘an’ in Tamang a month ago. Upon revisiting the topic, a second-grade student confidently applied the concepts correctly. This success reaffirmed the efficacy and sustainability of utilizing

the mother tongue for English instruction, directly impacting students' learning outcomes. (T1 2nd Int)

Obviously, employing the mother tongue as the medium of instruction for teaching English grammar can be effective, fostering lasting comprehension and motivation among primary level learners.

T2 stated, "I incorporate the Tamang language to enhance students' comprehension and motivation in learning English" (2nd Int). T3 similarly emphasizes the benefits of using students' mother tongue, stating, "Utilizing the mother tongue as the medium of instruction in English classes fosters ease of understanding and stimulates interest in learning. Providing translations of English kinship terms into their native language facilitates comprehension and engagement with the material" (T3, 3rd Int). In this regard, the teacher shared his experience as:

When I use home language as MOI in the English classes, they feel easy, they get interested to learn English. I say the meaning of English kinship terms in their home language. For example, when I teach the lesson of Me and My Family of grade three English textbook, they don't understand the meaning of grandfather, grandmother, father, mother, sister, brother in English. I say, grandfather- *mheme*, grandmother- *mam*, father- *apa*, mother- *ama*, sister- *anga*, brother- *ale* in Tamang language. Then only, they can understand the meaning of these kinship terms. (T3, 3rd Int)

Echoing these sentiments, T4 said, "When I integrate their native language into English lessons, students demonstrate increased attentiveness, participation, and enthusiasm for learning. They exhibit a keen interest in expanding their vocabulary, reading, writing in English, and expressing their thoughts in their mother tongue" (T4, 1st Int).

Additionally, T6 acknowledges the necessity of using the mother tongue at the primary level, recognizing that students from Tamang communities may struggle with both English and Nepali. Establishing a relevant medium of instruction is crucial for effective teaching and comprehension, considering the diverse linguistic backgrounds of participants (T6, 1st Int).

T7 said, “Employing students’ native language in English instruction fosters motivation, communication, and confidence. Students feel empowered to express themselves and seek clarification in their mother tongue, facilitating a deeper understanding of the material” (T7, 1st Int). Moreover, T7 emphasizes, “Utilizing the mother tongue encourages students to freely communicate their thoughts and ideas about the lessons, promoting a supportive and inclusive learning environment” (T7, 1st Int).

Influence of mother- tongue in teaching English has been raised as an important issue as the medium of instruction while teaching English in ethnic group communities’ schools in Nepal. Medium of instruction is the most important component of teaching learning activities in the classroom. Mother tongue has played a vital role for the better understanding in students while teaching English in primary level schools. A good medium of instruction helps the students to understand the lesson better while learning English. In the context of Nepal at primary level schools, mother tongue is the best medium of instruction for better understanding English language teaching learning in terms of opening the lesson, delivering the contents, question answer. An appropriate medium of instruction leads to better understanding in teaching learning English language at primary level. From sociolinguistic perspective, mother tongue has been given the first priority in classroom while teaching English for students’ better achievement in English subject learning.

Students feel comfortable and easy to interact with their teacher in their mother tongue while teaching English for the better comprehension. Students' home language has been effective to teach English language in terms of motivating, communicating, getting interest in learning English, and expressing students' ideas in learning English. Mother tongue has been an effective MOI for the students of ethnic groups while teaching English in terms of interaction, motivation, discussion, description, and explanation in the classroom. Students have been built up their confidence level in asking questions, expressing their ideas and getting freedom without having fear and frustration in students due to use MT in English classes.

Using mother tongue (MT) as MOI in English class supports the students to understand the English classes and to achieve the expected learning outcomes with the better result. Mother tongue has become the best medium of instruction while teaching English in primary level classroom in the context of indigenous students. Mother tongue as the medium of instruction has supported students to learn English in a better way having motivation and interest, active participation, expressing ideas and interactive learning in students. Students feel proud to be used their language in English education and they feel secured their linguistic identity and inclusivity of their mother tongue in English language teaching and learning.

In Nepal, the use of mother tongue as the MOI for teaching English is a growing topic, especially in schools serving ethnic group communities. Embracing students' native languages, such as Tamang, in English classes has proven to be highly effective, enhancing comprehension, vocabulary acquisition, and overall engagement. The participants emphasize its positive impact on students' learning experiences, confidence levels, and sustained interest in English. This approach fosters a sense of belonging and facilitates communication, leading to lasting

comprehension and motivation. By bridging home and school experiences, mother tongue MOI aligns with UNESCO's (1953) recommendations and promotes literacy skills acquisition among young learners, showcasing its potential for creating inclusive and supportive learning environments.

### ***Contextualization in Teaching English***

Contextualization in education integrates teaching materials and language instruction within relevant contexts. By prioritizing familiar, locally relevant content, educators promote better comprehension and engagement among students, ultimately leading to improved learning outcomes (Chantop & Lornklang, 2016; Johnson, 2009). Tailoring instruction to suit students' needs and adapting teaching approaches accordingly maximizes comprehension and retention (Pratama & Sumardi, 2022). Embracing contextualization fosters a dynamic learning environment conducive to academic success and linguistic proficiency.

In this context, T1 emphasized, "To achieve the desired learning outcomes, teaching contents must be relevant to the students' surroundings" (2nd Int). Tailoring content to the students' environment enhances their understanding and facilitates the attainment of learning goals. However, there might be a risk of limiting students' exposure to broader perspectives if content is solely contextualized to their immediate surroundings though relevance is crucial.

Similarly, T2 highlighted, "Content should align with the needs and interests of our students at a foundational level. Some content in textbooks lacks relevance to our students' experiences; for instance, the celebration of festivals not familiar to them, such as Holi" (2nd Int). Additionally, T2 noted, "The absence of local language and culture-based content in textbooks poses challenges. For instance, English words like 'sausage' and 'sandwich' may be unfamiliar to our students, hindering

comprehension” (2nd Int). Providing culturally relevant content enhances student comprehension. But at the same time, the value of introducing students to diverse cultures and experiences beyond their immediate environment cannot be expressed.

Moreover, T2 articulated, “I assess the relevance of content to the lesson and the environment before delivery. This contextualization aids in better comprehension, especially in English lessons” (3rd Int). Conducting thorough research on context and content prior to teaching is essential for effective instruction though adapting content dynamically based on students’ evolving interests and needs is also necessary.

T2 further elaborated, “I present content progressively from simple to complex, familiar to unfamiliar, leveraging students’ prior knowledge for optimal engagement and learning” (3rd Int). Utilizing content that is accessible, relatable, and motivational fosters meaningful learning experiences. While scaffolding content progression is effective, it is also important to challenge students with unfamiliar concepts to promote cognitive growth and critical thinking skills in them.

T4 emphasized, “Effective teaching necessitates content that aligns with students’ needs, interests, and motivations. Teaching beyond these parameters may yield less specific and impactful outcomes” (2nd Int). However, sometimes introducing content that may initially fall outside the immediate interests of the students is also crucial to broaden students’ perspectives.

T5 asserted, “English teachers should possess knowledge of a spectrum of content types—from simple to complex, local to global—in order to deliver contextual education effectively” (2nd Int). This inclusive approach ensures comprehensive learning experiences for students.

Additionally, T5 noted, “The omission of Tamang culture-based content in English textbooks poses challenges for students from Tamang communities, hindering

their understanding of lessons” (2nd Int). Integrating local cultural content enhances accessibility and relevance in education. While inclusion is important, ensuring that cultural content is presented in a way that fosters understanding and respect for diverse perspectives, rather than reinforcing stereotypes or biases is also essential.

T6 affirmed, “Context-based teaching activities enhance student understanding and engagement, as evidenced by teaching about topics like potato planting during the planting season” (2nd Int). This implies that teaching in alignment with relevant contexts promotes meaningful learning experiences. Contextualization enhances engagement other things remaining the same, such as the existence of a balance between relevance and breadth of content coverage to ensure a comprehensive education.

Furthermore, T6 highlighted, “Using familiar content is crucial for effective teaching. Introducing unfamiliar topics may impede student comprehension and engagement” (2nd Int). Familiarity aids comprehension though introducing students to novel concepts is essential to expand their intellectual horizons and foster curiosity.

T3 emphasized, “Utilizing the Tamang language for instruction fosters interaction and comprehension among Tamang students, facilitating active participation and questioning” (2nd Int). Employing contextual language instruction enhances student engagement and understanding. Using the native language can aid comprehension, though the importance of encouraging students to develop proficiency in the target cannot be compromised to prepare the students for broader academic and professional opportunities.

In agreement, T4 said, “English education must be contextualized to students’ language preferences. Teaching Tamang students in their language enhances comprehension and learning outcomes” (2nd Int). However, though accommodating

language preferences is important, engaging students with the language of wider communication is valuable to foster linguistic versatility.

Contextualization refers to contextual teaching contents and contextual language instruction. Teaching contents must be appropriate while teaching English. Familiar, simple, known and local teaching contents are better for quality and foundational education in students. Contextual teaching contents provide contextual English education in students for their better learning achievement in the present context. Relevant teaching contents have been highly prioritized to provide contextual education in students for their better understanding and as well as to meet the teaching goals.

Local culture-based contents, familiar and known teaching contents are necessary to make contextualization in English education. Simple, local, familiar and already known contents have become more important than complex, global, unfamiliar and unknown teaching contents for students in teaching English in context. Familiar teaching contents can motivate students to learn read and write in English education. Contextual English education supports students to be productive and fruitful education in them. Productive and constructive education is the need of the present context. For effective teaching, context based English education has been focused to achieve learning outcomes in students and to meet the teaching goals. Teaching irrelevant content is not useful for contextualized education.

Contextualization focuses on the level of students, time and place and a suitable language instruction. Context supports students to understand the related teaching contents. Using contextual language instruction is the most important part of teaching learning activities for an interactive, motivative, exclusive, constructive and developing cognitive skill in students while teaching. Teaching English in the

classroom by including local and contextual subject matters support the students to understand teachers' teaching, to develop their skills, connecting between pre-knowledge and new knowledge, constructing knowledge in students and transforming local culture -based contents in students. Language instruction affects in students' learning. Contextual language instruction is a supportive component of contextualization of teaching.

Mother tongue has been used as contextual language instruction or MOI in teaching English for comprehension, motivation in students to learn read and write, interaction between teacher and students for the better teaching learning activities. Contextual language is the best means for knowledge construction through interaction and as well as socializing in the classroom. Using students' mother tongue as the contextual language instruction in English class is the most important access in students to share their learning experiences, ideas and knowledge in the context of monolingual and multilingual classroom. Use of MT as MOI in English classroom creates a situation of happiness in students with an active participation. MT has been used as the MOI while teaching English for students' better learning, interesting learning, comfortable learning and excited learning. Using MT as the MOI in English class has become need and interesting part of teaching in the context of teaching English at primary level for the ethnic group in Nepal.

Participants are in favor of contextualization in education that integrates teaching materials and language instruction within relevant contexts, enhancing comprehension and engagement among students. Tailoring instruction to suit students' needs maximizes retention and fosters a dynamic learning environment. However, balance between familiarity and exposure to broader perspectives also is important in education. Providing culturally relevant content enhances accessibility,

but it is crucial to present it in a way that fosters understanding and respect for diverse perspectives. Employing contextual language instruction is important for interaction and comprehension, though encouraging proficiency in the target language for broader academic and professional opportunities is crucial.

### ***Use of ICT in Teaching English***

In today's digital age, information and communication technology (ICT) has emerged as a powerful tool for teaching English, particularly through audio-visual means. It facilitates easy access to English education in primary schools. ICT serves as a motivational and contextual resource in the classroom, enhancing reading and writing skills sustainably through interactive learning experiences (Alkamel & Chouthaiwale, 2018). Teaching English with ICT is not only effective but also engaging, making the learning process easier, more creative, supportive, and motivating for primary level students.

Regarding the teachers' knowledge and use of ICT in ELT classroom, T1 emphasized the importance of English teachers possessing ICT skills for effective teaching (1st & 3rd Int). Following him, when utilized, ICT tools such as laptops, mobile devices, TVs, and computers enhance students' English learning experience through interactive audio-video methods. This approach fosters engagement and motivation among students, making learning enjoyable and sustainable.

Moreover, T2 echoed similar sentiments, highlighting the significance of integrating ICT into English language instruction (3rd Int). By using computers, laptops, televisions, and mobile devices, teachers can facilitate easier comprehension and active participation among students. This method not only enhances learning but also equips students with valuable ICT skills for the future.

Similarly, T3 emphasized the effectiveness of using computers in teaching English, citing its benefits in “improving pronunciation, vocabulary acquisition, and autonomous learning” (3rd Int). This sentiment was echoed by T4, who emphasized the “engaging and effective” nature of teaching English through technological means like “television and mobile” devices (1st & 2nd Int).

Furthermore, T5 and T6 stressed the importance of teachers being well-versed in ICT tools and techniques to deliver effective English instruction. They highlighted the role of audio-video tools in “preventing student boredom and enhancing active participation” in the learning process (T5, 1st Int; T6 1st Int).

Overall, the integration of ICT in English language instruction undoubtedly offers numerous benefits, enhancing engagement, motivation, and comprehension among students. Drawing from my own experience, I have witnessed firsthand how interactive audio-visual tools can significantly enrich the learning experience, making complex concepts more accessible and stimulating for students.

Nevertheless, despite its potential, the widespread adoption of ICT in education faces significant hurdles, particularly in remote areas. Limited resources, including access to reliable internet connectivity and adequate ICT infrastructure, pose significant challenges. In my experience, I’ve encountered instances where schools lacked even basic technological amenities, severely hampering efforts to incorporate ICT into teaching practices. Addressing these challenges is imperative to ensure equitable access to quality English education. Efforts to bridge the digital divide must prioritize resource allocation and capacity-building initiatives, particularly in underserved communities. Additionally, policymakers and education stakeholders must collaborate to develop comprehensive strategies that promote the

integration of ICT in education while addressing infrastructure limitations and enhancing teacher proficiency.

In the present context, information and communication technology (ICT) has developed and implemented as an effective means with audio-video in teaching English. In the era of digital world, ICT has been used for easy access to teach English in primary level school education. ICT in teaching English language has been implemented in the classroom as a motivational and contextual source to learn read and write for sustainable learning in students through the way of doing by learning. Teaching English through ICT has been become effective, attractive, easier, creative, supportive, productive and motivative for the primary level students. Students get an opportunity to learn English by listening and watching. It is practical based learning so students learn autonomously in their home and it has been productive and creative in learning English in students. Practice of ICT across the developed and under developing countries has been using for effective, attractive, creative and productive teaching learning activities in the early grades. Importance, values and practices of ICT in Nepal has been become effective and supportive to teach English language in the present context. However, Teachers have lack of ICT knowledge and its practice, lack of manpower and resources in the remote areas of schools in Nepal due to geographical and economic situation.

While the integration of ICT holds immense promise for advancing English language instruction, addressing the associated challenges is essential to realize its full potential. By prioritizing investment in infrastructure, providing targeted support for teacher training, and fostering collaborative partnerships, we can work towards ensuring equitable access to quality English education for all students, regardless of their geographical location or socioeconomic status.

### ***MTB-MLE Approach in Teaching English***

In Nepal, MTB-MLE is implemented in public schools to support students in learning language skills through their mother tongue and additional languages. Curriculum Development Centre (2075 BS) reports MTB-MLE implementation in various languages, aiding effective teaching and sustainable education. MTB-MLE facilitates transfer of teaching skills and concepts from mother tongue to other languages, fostering better learning outcomes. It emphasizes student-centered learning and supports ethnic communities' education. Multilingual approaches, including code-switching, are recognized as beneficial for language acquisition. MTB-MLE promotes English alongside local languages, aiming for multilingual proficiency and inclusive education.

In the realm of English language education in the researched context, the teachers advocated for the integration of students' native languages into English classes to foster interaction and expression, creating a conducive learning environment (T4, 1st Int; T6, 1st Int). Following their use of students' native language in ELT classes not only establishes comfort but also balances exposure to the target language, supporting language learning and proficiency.

Moreover, T3 emphasized, "The effectiveness of delivering education in the MTB-MLE for indigenous students, bridging knowledge across the additional languages" (3rd Int). This method facilitates a gradual transition from the mother tongue to English, promoting better learning outcomes.

Student-centered approach involving their native language, as articulated by T1, fosters "attention, participation, motivation, and overall learning outcomes" (T1, 2nd Int). Similarly, T5 highlights the effectiveness of "task-based teaching, problem-

solving, and interactive methods” that involve the use of students’ mother tongue (T5, 2nd Int).

Furthermore, T6 said, “The holistic benefits of student-centered MTB-MLE approaches, which positively impact cognitive, emotional, social, and psychological development” (T6 1st Int). By tailoring teaching to students’ capacities, interests, and needs, teachers create a supportive learning environment that encourages autonomy and collaboration.

In the same way, T1 said, “The connection between the student-centered approach and project-based teaching, foster autonomy and curiosity in students” (1st Int). T2 emphasizes the learner-based education’s role in “boosting confidence and utilizing existing knowledge” (1st Int).

Moreover, T3 emphasizes the practicality and efficacy of “student-oriented” teaching in enhancing participation and soft skills development (1st Int). Similarly, T7 highlights the effectiveness of “learner-focused” teaching, particularly for primary level students, in creating engaging learning experiences (1st Int).

Furthermore, T1 presents the positive outcomes of MTB-MLE in enhancing academic and soft skills (2nd Int). Feedback and observation mechanisms ensure effective implementation of MTB-MLE, as noted by T1.

In teaching English vocabulary, the Total Physical Response (TPR) method, as endorsed by T3, T6, and T2, emerges as a fun and interactive approach (T3, 2nd Int; T2, 3rd Int; T6, 2nd Int). By combining speech with physical actions, TPR enhances comprehension and retention among students.

As shared by T4, she uses pair work and group work that enhances interaction, collaboration, and co-operation among students aligning with the sociocultural theory of learning which fits in with MTB-MLE approach. In her words:

I use group work for relationship development with each other and to build up students' learning habit in group by interacting for knowledge construction and to build up leadership in them from early age. I use pair work for sharing ideas, thoughts, experiences each other. I use this approach for interactive, collaborative and co-operative learning. (T4, 1st Int)

MTB-MLE stands out as a potent strategy for delivering high-quality and sustainable education. This approach capitalizes on the linguistic and cultural backgrounds of students, harnessing their native languages to foster effective learning experiences. By doing so, MTB-MLE not only facilitates academic achievement but also nurtures a sense of pride in linguistic identities and cultural heritage (ACDPINDONESIA, 2014; J. Ball, 2011).

Moreover, the MTB-MLE presents the importance of embracing diversity in language and culture within educational settings. Scholars like Cummins (2000) and Hornberger (2003) advocate for the recognition of varied linguistic and cultural experiences, promoting a pedagogical framework that is multilingual and intercultural in nature. By using students' home languages and cultural knowledge, MTB-MLE not only enhances academic outcomes but also fosters a more inclusive and enriching educational environment. The MTB-MLE approach has been developed and implemented as an effective approach to provide education to students from their home mother tongue to another additional languages by transforming the similar learning concept, learning experience, knowledge, skills, techniques and activities across the languages used in the classroom. Students can develop their confidence to express their ideas, they get motivated to learn read and write in their mother tongue and they get interested to learn English in their mother tongue. MTB-MLE approach in the field of teaching and learning has become an easy approach to provide quality

and sustainable education for the ethnic group students from the early grades of school. By implementing MTB-MLE approach, students have achieved the better result in learning as the participants expressed. TPR is used for teaching English vocabularies with speech and action physically having fun. Students learn English vocabularies with the better understanding. Students learn English vocabularies by listening teachers' instruction and doing action.

MTB-MLE approach supports the teachers and students to transfer their teaching skills, approaches, methods, techniques and activities from mother tongue to in other additional languages with the similar learning concepts, ways, ideas, knowledge and experiences in the classrooms. MTB-MLE approach helps the students to bridge up their learning across the languages that use in the different classes. MTB-MLE is for effective teaching in terms of using the similar teaching approach, method and technique. MTB-MLE approach is based on student centered approach for constructive and autonomous learning in students from MT to another languages learning. The context of classroom where MTB-MLE approach was implemented is students use their mother tongue as contact language to communicate with teachers and others friends. Socio-linguistically, Tamang language has used as the means of communication at school, at home and in public sphere. English teachers have been compelled to use students' mother tongue while teaching English for the better result of students at developing academic skills and soft skills in students from the early grades.

In my experience, MTB-MLE approach focuses on mother tongue education at first, then encourages students to learn read and write in other additional languages gradually. Mother tongue based multilingual education approach has been emerged and implemented across the countries around the world including Nepal for the

sustainable teaching learning approach in the schools of ethnic community. In the context of Nepal, MTB MLE approach has become effective to teach the students of monolingual community where people only speak their home language for communication each other both individual and social sphere.

Implementation of MTB- MLE has become as an effective approach in which students learn to read and write in their mother tongue in the early grades of school. Krashen's second language acquisition theory claims that the first language learning supports to second language learning. MTB MLE approach has been implemented in the schools of ethnic group communities in Nepal for the better result of students' learning achievement. The MTB MLE approach has become an effective approach to teach English for the primary level students.

The MTB-MLE serves as a beacon for educational practices that honor and celebrate linguistic diversity while ensuring the delivery of quality education. It embodies a paradigm shift towards a more inclusive and culturally responsive approach to teaching and learning, thereby contributing to the holistic development of students and the sustainability of education systems. The MTB-MLE approach supports the indigenous students to meet the educational goals of the mainstream education system from their mother tongue education.

### ***Pedagogical Challenges and Strategies***

Challenges are universal in the realm of teaching, serving as catalysts for transformative imagination. English educators encounter a myriad of hurdles, ranging from the dynamics of the classroom environment to navigating language instruction, selecting appropriate teaching content, implementing effective teaching methodologies, and integrating ICT tools into their pedagogical practices within the contemporary educational landscape. Teaching, far from being a mere occupation, is a

channel for societal and individual transformation through the vehicle of education. Consequently, educators must engage in critical reflection on pedagogical strategies and their practical application to effectively teach the English language.

In Tamang community schools, English instruction poses a formidable challenge for both educators and students alike. T1 emphasizes the struggle students face in grasping English teachings, leading to frustration, disengagement, and a lack of motivation (2nd Int). Similarly, T4 laments the hurdles of teaching in a language not commonly used outside the classroom, grappling with “vocabulary limitations and pronunciation difficulties” (2nd Int). The absence of English language exposure compounds these challenges, leaving educators to navigate linguistic barriers and a shortage of resources.

Furthermore, T1 presents the additional obstacles stemming from the lack of ICT facilities, hindered by “geographical constraints and financial limitations” (2nd Int). Integration of technology into English teaching proves problematic, impaired by teachers’ limited proficiency and resource scarcity. T4 acknowledges the impact of grammar knowledge deficiency on effective instruction, highlighting “a common hurdle” faced by English teachers (2nd Int).

Moreover, T6’s “gap in pedagogical training” presents a broader issue within the educational landscape (1st Int). The transition from other professions to teaching often leaves educators lacking in theoretical knowledge and practical experience, complicating lesson planning and delivery. T7 articulates the challenges of using English as the primary means of instructional, noting its “alienating effect on Tamang-speaking students” (1st Int).

Additionally, T2 highlights the struggle students face in comprehending English instructions due to limited exposure outside the classroom (3rd Int). This lack

of immersion impedes language acquisition and comprehension. T1 further acknowledges personal struggles with English instruction, from vocabulary limitations to difficulties in teaching literature (3rd Int).

Furthermore, T2's perspective as a non-native English speaker presents the "extensive preparation required to overcome language barriers" (3rd Int). These challenges underscore the importance of comprehensive pedagogical preparation and support for English educators in Tamang community schools.

Challenges are everywhere. Without having challenges in teaching there is no imagination of transformation. English teachers face the different challenges such as classroom environment, use of language instruction, teaching contents, teaching methods, using ICT while teaching English in the classroom in the present context. Teaching profession is not just holding job but bringing transformation in social and individual's life through education. Teachers have to think critically about teaching pedagogy and its practice while teaching English. English teachers face challenging while teaching English because of not having knowledge related to teaching pedagogy and its practice. English teachers have faced many challenges such as linguistic and cultural knowledge gap across the languages between teacher and student, lack of ICT knowledge and its practice teaching contents and using methods while teaching English in Tamang community public schools. Using ICT while teaching English subject in the remote area of some parts of Nepal has been become a challenging issue for the both teacher and student due to geography, economy and lack of ICT knowledge in teachers and resources.

English teachers in Tamang community schools confront a myriad of challenges, from linguistic and cultural disparities to limitations in ICT integration and instructional methodology. Addressing these hurdles requires a multifaceted

approach, including targeted training, resource allocation, and support systems to enhance English instruction in these communities.

### *Linguistic Landscape in Learning English*

The term ‘linguistic landscape’ encapsulates the visibility and prominence of various languages evident in public spaces, serving to illuminate language diversity, usage patterns, and forms. It is a symbolic conduit for conveying contextual and cultural significance through language.

In this context, T1 articulated, “The presence of English notices or artifacts, whether displayed along pathways or adorning school walls, enables students to decipher English words, phrases, and sentences, facilitating comprehension through interaction with others” (2nd Int). Noticeboards and artifacts play a pivotal role in facilitating English language acquisition among non-native speakers, serving as invaluable educational aids.

Likewise, T5 emphasized, “Artifacts play a crucial role in English language acquisition for students, as they encounter English language expressions such as ‘Welcome to Jharlang,’ ‘Practice makes perfect,’ and ‘Welcome to our homestay’ on notice boards. Such artifacts serve as vehicles for learning English vocabulary, idiomatic expressions, and sentence structures” (T5, 2nd Int). Engaging with the linguistic landscape is a cornerstone of English language learning, facilitating both the dissemination and absorption of information.

Furthermore, T6 remarked, “My students glean English language skills, comprehension, and knowledge from reading English notice boards, statements, and artifacts. They are encouraged to inquire and seek clarification from teachers and peers regarding the content, fostering a proactive approach to language learning” (T6,

1st Int). Exposure to artifacts written in English sparks students' curiosity and motivation to understand their meanings, thereby catalyzing language acquisition.

Expanding on this, T6 elaborated, "Students decipher the meanings of English words and sentences through artifacts and notices. Encounter with English-language artifacts piques their interest and prompts them to seek understanding. Should they encounter difficulty, they readily seek assistance from peers or instructors. For instance, encountering a sign reading 'Welcome to Jharlang' motivates them to unravel its meaning" (T6, 2nd Int). The utilization of noticeboards not only complements traditional learning materials but also inspires students to delve into the meanings of written expressions, fostering a dynamic learning environment.

Linguistic landscape refers to visibility and salience of language which can be seen in public places for the purpose of understanding the language varieties, language use and forms of language. Language landscape has been used symbolically for carrying the contextual meaning linguistically and culturally. Using linguistic landscape is one of the ways of learning and teaching English having form and meaning with the information. Students can explore the meaning of linguistic landscape that is used on the way of villages and on the walls of schools, building and on the cliffs. It is a method and resource of teaching learning English in the present context. Students can English language not only by using books but can learn English by using a noticeboard that motivates students to learn English by exploring meaning of written words, phrases and sentences. For example; Welcome to Jharlang Village, Practice makes Perfect and Welcome to our Homestay.

Overall, incorporating linguistic landscape into English language instruction represents a multifaceted approach to teaching and learning, merging both form and meaning with informative content. Students are encouraged to explore the nuances of

the linguistic landscape present in village pathways, school walls, buildings, and cliffs, offering a contemporary pedagogical resource for English language education.

### ***Evaluation***

Evaluation or assessment serves as a crucial tool for gathering insights into students' learning progress, improvements, and educational reforms. Within the realm of primary level English education, both formative and normative evaluations are pivotal in gauging students' achievements after instruction. Mastery of evaluation techniques is indispensable for educators, enabling them to discern students' competencies and performances effectively.

Teacher T1 emphasizes the importance of thorough understanding before conducting evaluations, stressing the need to grasp "concepts, significance, methodologies, and types of evaluations" (2nd Int). Without such comprehension, identifying students' weaknesses becomes challenging, hindering their overall academic advancement. Evaluation, therefore, stands as a cornerstone in the teaching-learning process, facilitating educators in pinpointing areas for improvement and refining instructional strategies accordingly. T1 further said, "English language teacher should have theoretical knowledge about evaluation before conducting evaluation. If I don't conduct evaluation, I cannot find out students' learning achievement and students' weakness in learning. I conduct formative and normative evaluation for academic skills and soft skills development in students. I conduct evaluation for observing students' performance and competence. I conduct formative evaluation for students' reform, and it can be conducted by doing daily unit test and weekly test for finding out students' weakness and treat them as their weakness. I conduct formative evaluation for motivation in learning, for providing feedback in learning, for building up confidence level in performance and competence in

learning”. (T1 3rd Int) Evaluation supports students to bring reforms and progress in their learning achievement academically and cognitively.

Formative evaluation emerges as a preferred approach for T1, offering a comprehensive toolset to assess both academic and soft skills. Following him, through activities such as “reflection, feedback, and motivational interventions,” formative evaluation fosters an environment conducive to sustained learning and holistic development (2nd Int). Even T2 echoed this sentiment, highlighting the role of formative evaluation in empowering students to drive their own educational progress through “self-correction and continuous improvement” (2nd Int).

Moreover, T3 presents the flexibility of formative evaluation, utilizing various assessment methods ranging from “oral and written exams to daily behavioral observations” (3rd Int). This multifaceted approach ensures a comprehensive understanding of students’ academic journey, allowing educators to tailor interventions according to individual needs.

The overarching goal of evaluation, as articulated by T5, is to elevate students’ learning experiences by “assessing academic competence and nurturing soft skills essential for holistic growth” (2nd Int). T4 stresses the “importance of effective planning and theoretical understanding” before conducting evaluations, underscoring how teachers’ theoretical knowledge supports them in conducting evaluations properly to assess students’ performance and competence in learning (2nd Int). T6 further emphasizes the need for evaluations to focus on students’ internal capacities rather than merely advancing through grade levels. By incorporating diverse assessment modalities, T6 ensures a holistic evaluation encompassing not only academic performance but also behavioral aspects and extracurricular engagement.

Evaluation has been used as a technique to gather the information about students' learning achievement, improvement and reform in their learning. Contextual evaluation has been highly required to examine students' learning outcomes after their teacher taught. Practice of evaluation while examining students' learning achievement mainly happens from two types of evaluation such as formative evaluation and normative evaluation in the context of primary level English education in school. Teachers should have knowledge and practice of evaluation while teaching English subject in order to know about students' competence and performance.

Practice of evaluation system happens from two ways such as formative and normative evaluation to examine students' learning outcomes. However, teachers have been highly expressed about using of formative evaluation in the context of examining students' progress and achievement in learning. Students can get more opportunities to learn about the subject matters repeatedly by correcting and motivating with positive feedback and suggestions.

A well-informed and practiced approach to evaluation is indispensable for educators in optimizing students' learning journeys. By utilizing formative evaluation techniques, teachers empower students to actively engage in their educational development, fostering a culture of continuous improvement and academic excellence.

### ***Use of Translation Method in Teaching English***

The translation method has been described as a contextual and straightforward means to convey English vocabulary, phrases, and sentences into mother tongue, particularly in the context of teaching English. Its primary aim was stated to be facilitating students' comprehension of meaning in the researched context. Utilizing translation in both the mother tongue and Nepali was mentioned to serve to

effectively convey the intended meaning of English, enhancing the teaching process. This method was said to prove invaluable in monolingual and multilingual classrooms, particularly among Tamang students.

For instance, T2 emphasized that words were translated into Tamang to ensure better understanding during English lessons. The English teacher's role was said to extend to translating English into Tamang to aid comprehension among Tamang-speaking students. T2 further elaborated that without translation, understanding the meaning was difficult, and translation was essential for teaching English to Tamang students. An example provided was, "I read a book which means *Nga chhye jyee doba* in Tamang, and *Ma euta kitab padhchhu* in Nepali" (2nd Int). Translation was described as becoming indispensable for conveying English concepts effectively to Tamang students, serving as the sole method for bridging the gap between English and Tamang.

Similarly, T6 mentioned that his Tamang-speaking students struggled to grasp English without translation, and every word and sentence needed translation into Tamang. It was noted that some English words lacked equivalents in Tamang culture, such as 'burger,' 'pizza,' and 'sandwich' (1st int). Therefore, the translation method was said to prove indispensable for Tamang students' English comprehension, especially when words lacked direct translations into their language. T1 echoed this sentiment, stating that when teaching English words, translation was employed. An example provided was, 'This' translates to *chu* in Tamang and *yo* in Nepali. Each English word's meaning was described as being conveyed across languages using translation, ensuring comprehension.

Moreover, T3 incorporated real-life objects like potatoes, teaching their names in Tamang and Nepali before revealing 'potato' in English (1st Int). Utilizing visual

aids alongside translation was mentioned to enhance students' understanding of English vocabulary. Similarly, it was demonstrated that when teaching 'potato,' T4 had translated it into Tamang (*teme*) and Nepali (*alu*), then constructed sentences like “*nga teme jyee chapa. ma euata alu khanchu.* I eat a potato” (1st Int). Translation was described as being seamlessly integrated into sentence construction, facilitating comprehensive learning.

Furthermore, T5 emphasized the use of translation for words like 'snake guard,' ensuring students understood its meaning across languages (1st Int). Translation was described as serving as a vital tool for comprehending English words, supporting effective language learning. Teachers were said to unanimously agree that the translation method enhanced students' grasp of English, bridging linguistic barriers in the classroom.

T2 also emphasized, “Translation aided Tamang students' comprehension, ensuring understanding in both Tamang and Nepali” (3rd Int). Similarly, T6 mentioned that he translated entire lessons into Tamang and Nepali for better student understanding (1st Int). Translation was described as integral to facilitating comprehension among Tamang students, ensuring access to English education.

Translation method has become contextual and easy way to translate English vocabularies, phrases and sentences in MT and Nepali language while teaching English. Translation is for meaning comprehension in students. The purpose of translation in mother tongue and in Nepali language is to make the meaning of target language for effective teaching. Practice of translation while teaching English language has been become useful and meaningful in the context of teaching English words, phrases and sentences in monolingual and multilingual classroom.

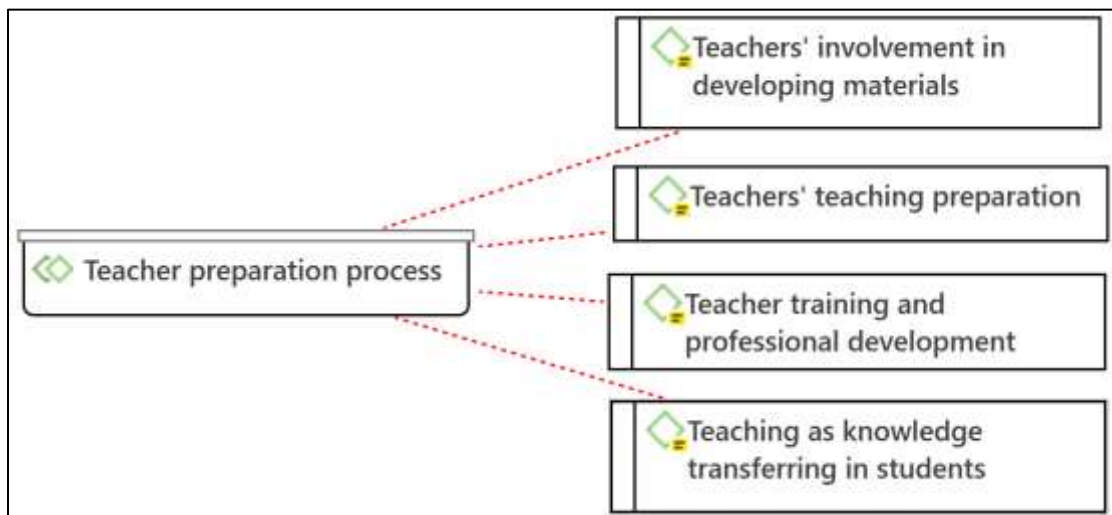
Translation method has been used while teaching English for students' understanding in the context of the ethnic (Tamang) students at primary level school. Translation method has been supported teachers to English in a better way in the monolingual, bilingual and multilingual classroom setting. Translation method has been a bridge between target language and mother tongue/ Nepali language while teaching English in Tamang community public schools. Students cannot understand the meaning of target language without using translation method due to lack of English language knowledge in students.



It was concluded that the translation method proved indispensable in teaching English to Tamang students, providing a vital link between English and their mother tongue. Its widespread use was stated to underscore its effectiveness in facilitating comprehension and bridging linguistic divides in the classroom.

### **Teacher Preparation Process**

Teachers' preparation is the most important component of teaching profession that leads the teachers to be qualified and skillful in teaching. Teachers' preparation stands as the cornerstone of the teaching profession, empowering educators to attain the necessary qualifications and expertise. Teachers' preparation is the most important component of teaching profession that leads the teachers to be qualified and skillful in teaching. This theme consists of teachers' involvement in developing materials, teaching as knowledge transferring in students, teacher training and teachers' teaching preparation. Each sub-theme has interpreted with the extant literatures. This essential facet encompasses various elements, including material development, the art of knowledge dissemination to students, teacher training programs, and meticulous lesson planning as depicted in Figure 7.

**Figure 11.** Codes Supporting of Teachers' Preparation Process



Note.  = 'Code group' or theme;  = Commented code

Each of these components has been elucidated as follows.

### ***Teachers' Involvement in Developing Materials***

Teachers play a pivotal role in crafting effective teaching materials by leveraging their wealth of ideas, knowledge, and experiences to tailor content that resonates with the present educational landscape. Their active engagement in curating teaching resources imbued with local and cultural relevance is imperative for contextualizing learning experiences to suit the needs of diverse learners across different settings.

In today's educational milieu, the development of contextual teaching materials stands as a pressing imperative for fostering impactful teaching and meaningful learning outcomes. As Howard and Major (2004) aptly noted, teachers hold the key to integrating elements of students' native language and culture into instructional materials, thereby fostering inclusivity and facilitating deeper engagement. The active involvement of teachers in the design process ensures that teaching materials are finely tuned to the specific needs, interests, and proficiency

levels of their students, as well as the unique temporal and spatial contexts in which learning occurs. Contextually relevant teaching resources serve as catalysts for comprehension, enabling students to grasp complex concepts with ease and efficacy.

Moreover, teachers' engagement in material development facilitates the customization of resources to address individual learning preferences, thus promoting personalized learning experiences. By participating in the creation of teaching materials, educators not only enhance their pedagogical repertoire but also cultivate a deeper understanding of utilizing cost-effective and culturally sensitive resources to enrich the learning environment. In essence, teachers' active participation in the development of teaching materials is indispensable to the pedagogical process, fostering a dynamic interplay between theory and practice while empowering educators to adapt their instructional approaches to the diverse needs of their students.

In the current study, participants shared insightful experiences regarding their engagement in workshops and activities aimed at developing low-cost and no-cost English teaching materials. T2 highlighted their involvement in a workshop organized by the Nepal government, focusing on the creation of such materials tailored to the local context (2nd Int). They emphasized the significance of these resources in enhancing English teaching, especially in remote areas. Similarly, T6 recounted their participation in district-level initiatives, underscoring the lasting impact of understanding and utilizing these economical materials (1st Int).

Acknowledging Block's (2014) notion that teacher-designed materials are timely, T2 and T6 echoed the importance of educators actively contributing to material development (T2, 2nd Int; T6, 3rd Int). They emphasized how such materials, rooted in the local context, foster student interest, motivation, and engagement in learning. Moreover, T6 emphasized the value of workshops for

addressing English teaching challenges comprehensively, such as teaching methods and language of instruction (3rd Int). Through these experiences, participants, as reported by T6, gained insights into the effectiveness of low-cost and no-cost materials, thus enhancing their teaching practices.

The significance of contextual teaching materials was further reinforced by T1, who highlighted the support provided by the MTB-MLE program (1st Int). This program equips teachers with theme pictures, syllable boxes, and other resources tailored to local needs, facilitating effective content delivery.

Echoing Allwright's (1981) sentiment that materials should serve as resource books for instructional ideas, providing teachers with rationales for their approaches, T1 stressed the importance of selecting suitable materials to support student comprehension (3rd Int).

T6 exemplified the opinion of Jolly and Bolitho (1998) that there is need for materials to align with learners' experiences and first languages when he said that he incorporates series and theme pictures to facilitate emergent writing, fostering critical thinking and expression among students (1st Int).

Furthermore, the link between materials and context was emphasized by T2, when he highlighted the effectiveness of local teaching materials in imparting practical knowledge, such as agricultural activities, without additional costs (1st Int).

Similarly, T3 emphasized the transformative impact of context-based materials, citing examples where students' understanding of concepts like family deepened through interactive discussions using relevant visuals (2nd Int).

T6 affirmed Ampa et al.'s (2013) stress on pivotal role of contextual materials in determining the quality of language input and practice, noting that contextual

materials avoid the need for extensive explanations, thereby enhancing student comprehension.

Teachers' roles is an important part of making effective teaching materials by their sharing ideas, knowledge, experiences and implication for producing contextual teaching materials in the present context. Teachers' active participation in developing local, cultural contents - based teaching materials have been needed in terms of learner, place and time for contextualization. Developing contextual teaching materials is the need of present situation for effective teaching and meaningful learning achievement in students. Teachers' participation is very important for designing teaching materials in terms of present context including students' need and interest, relevant for students' level, time and place. Contextual teaching materials support students to understand the teaching contents with easiness and effectiveness. Teachers' engagement in developing materials can address the contextualization, individual's need, personalization and timeliness.

Teachers' participation in developing teaching materials is a crucial important part in the process of teaching. Teachers' participation in developing materials helps teachers to encourage them in collecting experiences and knowledge about the use of low cost and no cost materials for easy and effective teaching culturally, locally and economically. Teachers' Knowledge about using low cost and no cost of teaching materials is important while teaching English. Using no cost teaching materials available in the local area has been highly required in terms of promoting and giving values in teaching English. Economically, low cost and no cost teaching materials are quite useful for effective teaching English in the context of Tamang community.

Mother tongue based multilingual education program focuses on the relevant and contextual teaching materials and training for using the materials for easy access to learn read and write in students from the early grades. Teaching materials help the students to understand the better learning related to teaching contents/ lessons while teaching English. Teaching materials have been used to support the teachers for making their class effective.

Using contextual teaching materials play a crucial role while teaching English in the classroom for effective teaching activities. Using relevant materials are highly demanded for the contextual English education. Context based using materials are important to support the students to learn read and write easily in the present context. Contextual teaching materials support students to make an interactive and effective learning. To get sustainable and life-long education in students, context-based materials are useful for primary level students. Context based teaching materials are very essential to make the class attractive, attentive and effective with the better comprehension about the teaching contents. Contextual materials make the English class constructive and productive. Contextual teaching materials lead the students to understand the lessons in a proper way. Local culture - based teaching materials are highly required to provide contextual English education in students. English teachers, while engaging in developing teaching materials, had better consider on contextualization, students' need, interest, motivation, engagement in learning, timeliness and personalization for effective and attractive teaching learning activities in the present context of providing English education at primary level school education. Using context - based teaching materials while teaching English in the classroom enhances students' learning in an appropriate way for the better learning achievement in the present context of providing contextual education

Participants expressed the crucial role of context-based teaching materials in fostering effective and engaging English instruction. Their experiences show the importance of localized resources in promoting meaningful learning experiences and achieving better learning outcomes in primary-level English education.

### ***Teaching as Knowledge Transferring in Students***

The transmission of educational knowledge across generations serves a vital purpose in preserving and perpetuating valuable insights and understanding. Without this transfer, knowledge risks fading into obscurity. Teachers play a pivotal role in imparting their wisdom to students, thus effecting positive changes in both individual and societal realms.

With regard to the teachers' task of transferring the knowledge in students, T1 elucidated how they integrate teaching methods, materials, and activities between the Tamang language and English, facilitating the transfer of foundational concepts across languages. This approach, as evidenced in MTB-MLE classrooms, fosters accessibility and efficacy in English language instruction.

Moreover, T1 emphasized the conscious effort to convey their learning skills, experiences, and techniques to students, underscoring the importance of transferring teachers' knowledge across linguistic boundaries within the MTB-MLE environment (1st Int).

Similarly, T4 emphasized the necessity of transferring teaching and learning experiences, skills, and methods to fulfill the intended objectives of English language instruction (2nd Int). This knowledge transfer occurs organically during classroom interactions, contributing to both conscious and subconscious learning processes. Highlighting the indispensability of knowledge dissemination, T2 articulated how failure to transfer knowledge to students could lead to its stagnation or loss (1st Int).

the participants expressed the perpetual vitality of knowledge passed down through generations, emphasizing its role in the evolution of the teaching profession.

In the same vein, T3 advocated for the sharing of teaching knowledge to foster professional development and educational reform (2nd Int). By investing in others, teachers contribute to the collective advancement of their profession.

The participants recognized the bridging effect of first language learning on subsequent language acquisition. T5, for example, reported employing different teaching activities, methods, and materials to facilitate knowledge transfer from mother tongue education to English instruction (1st Int).

T4 expressed, “Reciprocal nature of knowledge sharing, noting how imparting knowledge prompts self-reflection and stimulates the exploration of new ideas and experiences related to teaching and learning” (2nd Int). T7 showed similar sentiment when he expressed the reciprocal nature of knowledge exchange between teachers and students, emphasizing its role in fostering sustainable teaching and learning practices.

T6 reaffirmed the responsibility of teachers to transfer knowledge effectively, emphasizing its transformative impact on students’ behaviors, attitudes, and academic development (1st Int). He further highlighted how students’ initial learning in their mother tongue facilitates the acquisition of knowledge and skills in English, resulting in enduring and meaningful learning experiences (T6, 2nd Int). Additionally, T2 expressed, “Teachers’ knowledge transferring in students is quite important because if teacher does not transfer his knowledge in students, his knowledge can be lost or forgotten and can be died. Knowledge transferring from one generation to another generation makes knowledge alive forever”. T2 3rd Int) Knowledge transferring is a practice of investing knowledge in others for keeping knowledge alive and meaningful.

Transferring knowledge is a process of delivering and accepting knowledge from generation to generation in terms of developing teaching profession.

Transferring teaching learning skills, knowledge, ideas and learning concepts from one language to another additional languages supports teachers to build up their strong professional development. Knowledge transferring is for sustainable, applicable and successful teaching learning activity that happens between teacher and student. To be productive teaching, teachers' knowledge should be shared and delivered while teaching. Educational knowledge must be transformed from one generation to another generation for the purpose of keeping and preserving knowledge alive in the second generation. Untransformed knowledge may be died or lost from human's mind. Transferring Teachers' knowledge in students brings changes in student's individual and social life. Life-long and sustainable teaching learning comes by the action of transferring knowledge from teachers to students while teaching. Knowledge transferring is the real function of teaching about any subject matters. Knowledge transferring brings changes in students' behavior, attitudes and in both academic and soft skills development. Students' first language learning supports to second language learning in the process of transferring knowledge from one to another in the classroom.

The transfer of knowledge between teachers and students is essential for fostering sustainable, effective, and successful educational practices. By sharing their expertise and experiences, teachers empower students to navigate the complexities of learning and contribute to the perpetuation of knowledge across generations.

### ***Teacher Training and Professional Development***

Teacher training serves as the cornerstone for educators to gather knowledge, refine teaching methods, and enhance their professional capacity within the current

educational landscape. It facilitates the integration of background knowledge with contemporary teaching practices, enabling teachers to enact transformative changes within their profession. This sentiment was echoed by T1, who expressed appreciation for the insights gained from training sessions, particularly in relation to MTB-MLE programs and subject-specific training (2nd Int). Participation in teacher training not only equips educators with the necessary skills and competencies but also fosters a culture of collaboration and knowledge sharing. T1 highlighted the importance of these sessions in enhancing teaching effectiveness and promoting self-reflection. Moreover, T1 emphasized the role of training in instilling autonomy and creativity among teachers, essential qualities for navigating the complexities of the teaching profession.

Similarly, T2 emphasized the value of training in fostering networking opportunities and communication among educators, facilitating the exchange of teaching-related challenges and strategies (2nd Int). T3 expressed the confidence-building aspect of training, emphasizing its role in professional development and qualification attainment (2nd Int).

Furthermore, T4 emphasized the transformative impact of training on teachers' energy, creativity, and effectiveness, while T5 likened training to a weapon for sharpening skills and fostering self-reflection (T4, 2nd Int; T5, 2nd Int). T6 emphasized the preparatory nature of training, highlighting its role in refining teaching approaches and ensuring classroom readiness (2nd Int).

T7 reiterated the importance of training in facilitating professional growth and reflection (1st Int), echoing the sentiments expressed by T1 regarding the benefits of MTB-MLE programs.

The insights from Department of Education (2015) also sheds light on the evolving nature of curriculum development and the role of training in preparing educators for integrated approaches to teaching.

Teacher training is the means of collecting knowledge, experience, teaching concepts, teaching method and practices, refreshment, reflection, interaction and update in the process of teaching profession in the present context. Teacher training supports the teachers to bring changes and reform in teaching profession. Teacher training plays a vital role in connecting background knowledge and new knowledge for teacher development individually and socially. Teacher training helps teachers to learn new knowledge and skill, it helps teachers to sharp their previous knowledge and helps to add new knowledge and experiences. It creates motivation and encouragement in teachers, and it helps teachers to reflect their teaching. Teacher training is for transferring knowledge from one teacher to another teacher while participating in training. After teacher training, teachers can transfer their knowledge to students while teaching English. Teacher training focuses on creative and reflective teaching in terms of exploring knowledge, creating ideas, being skillful and more informative in teaching. Teacher training has become a means of making teachers energetic, active, creative, updated and reflective in the process of developing teachers' profession. Teacher training is important for teachers because it makes teachers to be confident and competent, qualified and successful teacher in teaching profession. Teacher training has been accepted as an opportunity to discuss about challenges of teaching, using materials and teaching methods for effective teaching

Teacher training helps the teachers to build a strong foundation of performance and competence before transforming knowledge in the real classroom having reflection, experience and refreshment by collecting new knowledge and ideas

related to professional development. Teacher training is for teachers' preparation for theoretical knowledge and practical knowledge before teaching. Teacher training supports teachers to be competent, confident, explorative, creative and reflective teaching having specialized knowledge and skills in teaching. Training makes teachers perfect in delivering the subject matter in the classroom being skillful and qualified.

Teacher training serves as a catalyst for professional growth, equipping educators with the requisite knowledge, skills, and confidence to navigate the dynamic landscape of education effectively. It fosters collaboration, creativity, and reflection, ensuring that teachers are well-prepared to meet the diverse needs of students and contribute positively to their academic success.

### ***Teachers' Teaching Preparation***

Effective preparation is crucial across all sectors before engaging in real-world practice. In the teaching profession, thorough preparation is paramount, both theoretically and practically, prior to conducting any instructional activities. The experience gained through preparation is vital for ensuring effective teaching, fostering confidence, and competence among educators. As articulated by T2, adequate preparation is crucial for teachers to feel confident and competent in their classroom endeavors (2nd Int). This sentiment is echoed by T3, who emphasizes the importance of preparation, particularly in teaching English, for ensuring effective instruction and instilling strong confidence (2nd Int).

Furthermore, T3 presents the consequences of inadequate preparation, noting that it can lead to confusion during teaching and an inability to address students' inquiries satisfactorily (2nd Int). Therefore, thorough preparation is indispensable for delivering engaging and coherent lessons. Similarly, T4 emphasizes the significance

of lesson planning in facilitating the teaching-learning process (2nd Int). Through meticulous preparation, teachers can ascertain the objectives, content, methods, and materials required for effective instruction.

T6 emphasized the necessity for teachers to grasp the “what, why, and how” of teaching both theoretically and practically (T6, 1st Int). Mental and physical preparedness are deemed essential prerequisites for effective teaching. Moreover, T6 shares a personal anecdote illustrating the consequences of teaching without adequate preparation, highlighting the importance of being well-prepared to uphold professional integrity and student trust (T6, 1st Int). T6 further said, “When teacher is weak in teaching in terms of what to teach? why to teach? how to teach? whom to teach? Teacher should be competent to teaching the content. One day, I went to class without preparing the lesson, without reading the textbook, my students would ask me questions and I could not answer well and I got ashamed. After that I started to teach being prepared”. (T6, 1st Int) Teachers’ preparation has become the most important part of teaching process to demonstrate teachers’ performance in teaching with the teaching objectives, contents and procedures.

Preparation and practice make teachers perfect in teaching. Teachers’ preparation is one of the most important components of teaching process that supports teachers to be confident and competent to perform in teaching having teaching goals, contents and teaching methods for a successive and effective teaching. Preparation always supports teachers to be active, creative and perfect in delivering the subject matters in a better way for students’ better comprehension. Preparation is very important thing in every sector before practicing in the real field. Teacher’s preparation in teaching profession has highly required and appreciated at first theoretically and practically before conducting the teaching activities in the present

context. Teachers' experiences in preparation before practice has become very necessary for effective teaching. Preparation makes teachers confident and competent in teaching.

Teachers' preparation is identified as a critical component of the teaching process, enabling educators to confidently and competently fulfill teaching objectives and engage students effectively. Preparation cultivates an environment conducive to active learning, creativity, and optimal comprehension among students, thus facilitating a successful teaching-learning experience.

Ultimately, the overall thematic findings of the present study can be shown as depicted in Table 3.

**Table 3.** *Overall Thematic Findings of the Study*

Organizing themes	Basic Themes
1. Teachers' Pedagogical Knowledge in Classroom	1) Knowledge of Students 2) Knowledge of Classroom Management 3) Pedagogical Knowledge 4) Knowledge About Learning Theories and Their Implications 5) Professional Knowledge
2. English Teachers' Competencies	1) Competencies on Content Knowledge 2) Competencies on Methods and Techniques 3) Competencies on Curriculum Knowledge
3. Classroom Practices	1) Use of Mother Tongue in Teaching English 2) Contextualization in Teaching English 3) Use of ICT in Teaching English 4) MTB-MLE Approach in Teaching English 5) Pedagogical Challenges and Strategies  6) Linguistic Landscape in Learning English 7) Evaluation 8) Use of Translation Method in Teaching English
4. Teacher Preparation Process	1) Teachers' Involvement in Developing Materials 2) Teaching as Knowledge Transferring in Students 3) Teacher Training and Professional Development 4) Teachers' Teaching Preparation

These findings are discussed in relation to the extant literature and theories in the chapter that follows.

### **Chapter Summary**

Chapter four is a reflection of teachers' experiences while implementing the MTB-MLE program in the ELT classrooms, presenting key themes like pedagogical knowledge and competencies, classroom practices, and preparation. It highlights how important it is to understand the background of students, classroom management, and pedagogical knowledge all of which would improve instructional strategies and increase student engagement. This chapter also applies the learning theories of behaviorism and social constructivism to critique teachers' knowledge gaps in their understanding of, and applications within, these theories. The chapter then moves on to essential competencies and knowledge areas, such as content and pedagogical knowledge, curriculum knowledge, and classroom practices that can foster more effective instruction, including those that integrate mother tongue use, ICT, and contextualization in English instruction, especially in peripheral areas. It has been presented that preparation is a major stage in developing teaching materials, knowledge transfer, and professional growth and development. Moreover, teacher training is essential to make sure that teaching is effective. The findings demonstrated that the teacher training, teaching methodology, pedagogical strategies and instructional techniques empower English teachers to deliver their subject matters confidently in the classroom. These themes have been explored further in the discussion chapter.

## **Chapter Five**

### **Discussions**

This chapter presents an overview of the study's findings and discussions, intertwining them with the theoretical framework and pertinent literature, all aligned with the study's focal point. Furthermore, I delve into personal reflections arising from phenomenological encounters experienced during the research study, encapsulating them at the chapter's culmination.

The essence of this hermeneutic phenomenological study lies in illuminating the lifeworld of teachers concerning pedagogical knowledge and practices in English within the context of mother tongue-based multilingual education. In the following sections, I intricately examine the findings alongside relevant theories and literature, organized under thematic headings that resonate with the global and organizing themes explored.

#### **Teachers' Pedagogical Knowledge in Classroom**

The findings regarding the need for teachers' pedagogical knowledge informed by G. Gupta (2021) and Moradkhani et al. (2013), underscore the multifaceted nature of teachers' pedagogical knowledge and its implications for effective teaching practices. Through an exploration of various perspectives and theoretical frameworks, it becomes evident that pedagogical knowledge extends beyond the mere transmission of curriculum content to encompass a complex interplay of teaching methods, classroom management strategies, and an understanding of student characteristics (Dadvand & Behzadpoor, 2020; Moradkhani et al., 2013).

One key theme that emerges is the significance of pedagogical content knowledge (PCK), which refers to the ability to make subject matter accessible to

students (Jacobs & Farrell, 2001). This highlights the crucial role of teachers in not only mastering their subject area but also in effectively communicating and contextualizing it for diverse learners. Additionally, the concept of awareness, rooted in the context of actual classroom practice, presents the importance of practical experience and situational understanding in developing pedagogical expertise.

Furthermore, the discussion presents the need for a balanced approach to teacher knowledge, one that integrates both theoretical understanding and practical application (Shulman, 1986). While theoretical knowledge provides a foundation for pedagogical practice, it must be complemented by hands-on experience and reflective engagement with classroom realities. This resonates with Shulman's assertion that effective teacher knowledge encompasses not only content mastery but also pedagogical skill and contextual awareness.

However, it is essential to acknowledge the limitations of the current discourse on pedagogical knowledge. The emphasis on confidence as an outcome of pedagogical knowledge overlooks the complexities of effective teaching, which involve ongoing reflection, adaptation, and continuous professional development (Darling-Hammond, Chung, & Frelow, 2002, as cited in Moradkhani et al., 2013). Moreover, the exclusive focus on theoretical frameworks may obscure the lived experiences and diverse contexts of teachers, limiting our understanding of the nuanced ways in which pedagogical knowledge is enacted in practice.

In light of these findings, it becomes evident that a more comprehensive approach to understanding pedagogical knowledge is warranted, one that recognizes the dynamic interplay between theory and practice, and the diverse contexts in which teaching and learning occur. By embracing this holistic perspective, educators can

cultivate a deeper understanding of pedagogical knowledge and its implications for enhancing teaching effectiveness and student learning outcomes.

### *Teachers' Knowledge of Students*

This research finding suggests that understanding students' linguistic backgrounds is crucial for educators, as it significantly influences their learning process. This understanding is cultivated through various methods, including home visits, direct interactions with students and families, and formal and informal assessments. Teachers need to invest effort in discerning students' interests, motivations, needs, attitudes, and learning capacities before classroom instruction.

Awareness of students' characteristics and needs informs instructional strategies tailored to meet individual learning requirements. It is essential to understand students' linguistic and cultural backgrounds to facilitate effective learning. Teachers must consider students' language proficiency, prior knowledge, behavior, and social dynamics within the classroom context. Understanding students' weaknesses, challenges, and prior knowledge is deemed essential for meaningful instruction. Schema theory emphasizes on the connection of researcher's pre-knowledge and new knowledge about the phenomena in a deeper understanding by bridling participants' experiences and researcher's experiences. Likewise, in the implication of schema theory in the classroom supports teachers to understand about their students' prior knowledge of their linguistic background and cultural knowledge background. Teachers teach students by connecting students' prior knowledge and new knowledge for their better understanding and achieving good result in their learning.

Teachers must comprehend students' cognitive, social, moral, and behavioral development, not just deliver information. Building positive teacher-student

relationships is crucial, as it fosters mutual understanding and rapport. Teachers play the roles of guardians, co-learners, and friends in supporting students' learning journeys. Recognizing and responding to students' linguistic backgrounds, prior knowledge, and individual needs is vital for effective instruction in English language learning (Kılıc, 2011).

This emphasis on understanding students' prior knowledge and linguistic contexts undoubtedly holds merit. However, upon closer examination, certain aspects of the proposed methodologies and theoretical underpinnings need critical scrutiny.

Firstly, the suggested methods for gaining insights into students' backgrounds, such as home visits and observations, raise ethical and logistical concerns. While these approaches may offer valuable information, they also intrude upon students' privacy and may not be feasible in all educational settings. Moreover, there's a need to consider potential cultural sensitivities and power dynamics inherent in such practices.

Secondly, while Schema theory provides a useful framework for connecting new knowledge with prior understandings (Anderson, 1970, as cited in Kılıc, 2011), its application in diverse classroom settings warrants careful examination. The theory's emphasis on the alignment between prior and new knowledge may oversimplify the intricacies of learning processes and fail to account for the diverse backgrounds and experiences of students.

Additionally, while the importance of teachers' awareness of students' social dynamics and reputational behaviors is highlighted (Ahn & Rodkin, 2014), the extent of teachers' influence over peer preferences and social interactions remains debatable. External factors beyond the classroom environment significantly shape students'

social dynamics, raising questions about the practical implications of this emphasis on teacher intervention.

Furthermore, while contextual teaching approaches, grounded in an understanding of students' characteristics, align with educational best practices (Peterson et al., 1989), their effectiveness across varied educational contexts necessitates further exploration. The implementation of contextual teaching methods may vary depending on teachers' expertise and the specific needs of student populations, underscoring the importance of considering contextual factors in educational research and practice.

In conclusion, while recognizing the indispensable nature of teachers' knowledge of their students, it is essential to adopt a nuanced understanding of the complexities involved. Critical examination of proposed methodologies and theoretical frameworks is imperative to ensure equitable and meaningful educational experiences for all students. This calls for ongoing dialogue and empirical research to refine pedagogical approaches and address the multifaceted challenges inherent in diverse educational settings.

### ***Knowledge of Classroom Management***

This finding indicates that cultivating a child-friendly classroom environment is crucial for enhancing the effectiveness of systematic teaching practices. Effective classroom management plays a pivotal role in shaping students' learning experiences, influencing their engagement and motivation. Without skilled management strategies, educators may struggle to address individual student needs, hindering effective instruction. Classroom management is particularly vital for English language educators, as it directly impacts students' ability to learn. A well-organized classroom not only facilitates teaching but also keeps students focused on their studies. Creating

a child-friendly environment fosters interactive and student-centered learning experiences, promoting academic growth and development. Overall, effective classroom management is essential for facilitating meaningful and engaging learning experiences at the primary level.

The discourse on teachers' comprehension of classroom management presents the significance of the classroom environment in shaping students' interest and motivation towards learning. It is widely acknowledged that adept classroom management empowers teachers to address the diverse needs of their students, thereby cultivating an environment conducive to effective teaching and learning. This assertion is substantiated by Oliver and Reschly (2007), who argue that classroom management holds a fundamental position in teacher preparation as mandated by educational policy.

Classroom management encompasses deliberate strategies employed by teachers to establish a supportive atmosphere conducive to academic and socio-emotional development (Oliver & Reschly, 2007). A well-managed classroom not only fosters active participation in learning activities but also mitigates disruptions and unpreparedness, which can hinder student engagement and exacerbate management issues. Stough and Montague (2003) underscore the pivotal role of teacher-student relationships in effective classroom management and student achievement. Nurturing such relationships creates an environment conducive to learning and enhances student engagement.

However, while the importance of effective classroom management is widely recognized, there remain challenges and complexities in its implementation. For instance, the practical application of strategies to foster positive teacher-student relationships within diverse classroom settings may pose difficulties. Moreover, the

efficacy of classroom management techniques may vary depending on factors such as student demographics, institutional resources, and cultural contexts.

In conclusion, while effective classroom management is essential for creating an environment conducive to learning and fostering positive teacher-student relationships, its implementation is not without challenges and complexities. Further research and critical reflection are warranted to enhance our understanding of effective classroom management practices and their impact on student outcomes.

### ***Pedagogical Knowledge***

This finding is related to enhancing teaching efficacy and student engagement through teachers' pedagogical knowledge. This finding indicates that pedagogical knowledge is essential for effective teaching, encompassing curriculum design, methodologies, and instructional techniques. Teachers' pedagogical knowledge has a vital role in achieving educational objectives and fostering student growth. Through reflective practice and continuous learning, teachers navigate classroom complexities, ensuring well-prepared lessons and clarity in teaching goals. This dynamic aspect of the teaching profession evolves through experience and professional development, shaping the future of education and promoting positive learning outcomes.

The research presents the indispensable role of pedagogical knowledge in teachers' professional development, expertise, and effectiveness in the classroom. G. Gupta (2021) discusses the alignment of teaching methods with pedagogical theories such as Herbart's, emphasizing the importance of systematic and effective teaching practices. Fernandez (2014; as cited in Aimah & Purwanto, 2018) highlights the essential connection between teacher knowledge and teaching skills. Additionally, Moradkhani et al. (2013) emphasize how pedagogical knowledge fosters teachers' confidence in their teaching abilities.

Pedagogical knowledge encompasses various aspects such as teaching preparation, classroom management, lesson planning, teaching methods, understanding student characteristics, and designing learning assessments (Aimah and Purwanto, 2018; Aksu, Metin & Konyalioğlu, 2014; Mishra & Koehler, 2006, as cited in Aimah & Purwanto, 2019). Aimah and Purwanto, for instance, stress the importance of pedagogical awareness for teachers, enabling them to identify and improve their teaching practices effectively.

Shulman (1986) defines three dimensions of teacher knowledge: subject matter content, pedagogical content, and curricular knowledge. Jacob et al. (2021) emphasize teachers' competence in delivering subject matter understanding through pedagogical knowledge. Wood and Cakir (2011; as cited in Moradkhani et al., 2013) expand on the multifaceted nature of pedagogical knowledge, encompassing theoretical, practical, and personal aspects. They also suggest that pedagogical knowledge goes beyond traditional dichotomies and includes theories, beliefs, and abilities.

Furthermore, Satriani et al. (2012) highlights the importance of contextually rooted awareness in teacher knowledge, while Shulman (1986) emphasizes the integration of content and pedagogical knowledge. Jacob et al. (2021) describe pedagogical knowledge as the cognitive foundation for creating effective learning environments. Overall, pedagogical knowledge serves as teachers' capital, incorporating their experiences and expertise, thereby enhancing their confidence and competence in their profession.

### ***Teachers' knowledge about Learning Theories and Implications***

This study finding highlights the importance of incorporating foundational language learning theories into English instruction. While teachers recognize the

value of learning theories, there is a gap in their understanding and application. Behaviorism and social constructivism were emphasized by participants for their practical teaching strategies. However, there was a lack of critical examination of their limitations, and other important theories like cognitive, affective, and socio-cultural frameworks were overlooked. Overall, while behaviorism and social constructivism offer valuable insights, educators must also consider a broader range of theories for comprehensive language instruction.

The finding indicates that teachers' familiarity with learning theories, such as behaviorism and pedagogical theory, and their implications for subject matter are pivotal in fostering confidence and preparedness in delivering classroom content. Theoretical frameworks like pedagogic theory, and pedagogy in theory and practice have provided foundational understanding of teaching methods and the importance of teacher preparation and presentation skills for professional development (G. Gupta, 2021).

It has been observed that possessing theoretical knowledge prior to entering the classroom is perceived as essential for effective pedagogy (Clarke, 2001; Cochran-Smith & Fries, 2001; Garm & Karlsen, 2004; Komur, 2010). Echoing previous research, the present study emphasizes the significance of teacher knowledge in various domains, including classroom management, human development, and pedagogical content knowledge (Komur, 2010; Shulman, 1986; Turner-Bisset, 1999).

Moreover, expert teachers are distinguished by their ability to integrate diverse aspects of teacher knowledge into their teaching practices. This includes the practical application of theoretical knowledge, where teachers personalize formal theories to suit their teaching contexts and student needs (Tsui, 2009, as cited in Cheng & Beigi, 2012)

Understanding learning theories and their application, such as behaviorism and social constructivism, facilitates a conducive learning environment for English language learners. Through active participation, motivation, feedback, and reinforcement, students can engage meaningfully with English language learning in the classroom, thereby enhancing their language acquisition experience (Darling-Hammond & Bransford, 2007; Gilmore, 2007; Konig et al., 2016; Turner-Bisset, 1999).

Overall, this finding emphasizes the importance of integrating foundational language learning theories into English instruction. While behaviorism and social constructivism are popular for their practicality, other crucial theories often get overlooked. This gap can hinder teachers' understanding and application of effective methods. Yet, grasping theories like behaviorism and pedagogical theory is vital for teachers to feel confident and equipped to teach effectively. Skilled teachers integrate these theories into their teaching practices, adapting them to fit different contexts and student needs. This approach creates a better learning environment for English language learners, improving their language learning experience.

### ***Teachers' Professional Knowledge***

Research findings related to teachers' professional knowledge suggest that professional knowledge in teaching encompasses a diverse range of competencies and experiences crucial for effective instruction. These include interpersonal skills, analytical abilities, leadership qualities, decision-making aptitude, communication finesse, and time management proficiency. Teachers express pride in their roles, citing the significance of being the first English teacher in their community. They highlight the esteemed status of English teachers, which motivates them to excel. English education is seen as a key mediator in building strong community

relationships. Success as a teacher is linked to a deep understanding of pedagogical concepts and practical experience. Continuous learning, self-reflection, and evaluation are emphasized as essential for professional growth. Overall, professional development in teaching involves a holistic approach, aiming to nurture competent educators capable of making meaningful impacts in classrooms and communities.

The present research finding shows that teachers who possess a strong foundation of professional knowledge are better equipped to navigate the complexities of education. Take, for instance, the insights we glean from Herbart's pedagogical theory. It emphasizes how a systematic approach to education, encompassing everything from lesson planning to classroom management, contributes to a teacher's professionalism (Kenklies, 2012)).

However, it is not just about knowing the subject matter; it is about understanding how to teach it effectively. Shulman's perspective really drives that point home. He argues that content knowledge goes beyond mere facts; it is about grasping the deeper structures and concepts within a subject (Shulman, 1986). The importance of this nuanced understanding suggests that teaching a subject requires more than just knowledge of its facts and concepts.

Such understanding extends to curriculum expertise as well. Understanding the curriculum helps teachers tailor their instruction to meet specific educational objectives. At the same time the importance of classroom management cannot be exaggerated. Effective classroom management sets the stage for learning.

In conclusion, the research finding presents the multifaceted nature of professional knowledge essential for effective teaching. Through examining the insights of pedagogical theorists like Herbart and Shulman, we recognize that successful teaching extends beyond the mere transmission of subject matter; it

necessitates a profound understanding of pedagogical principles, curriculum design, and classroom management techniques. Moreover, teachers' pride in their roles as community leaders and the esteemed status accorded to English educators highlight the profound societal impact of their profession. To excel in this dynamic field, educators must engage in continuous learning, self-reflection, and evaluation, fostering a holistic approach to professional development. By embracing these principles, teachers can truly make meaningful impacts in both classrooms and communities, navigating the complexities of education with confidence and competence.

### **English Teachers' Competencies**

The research findings under this global theme underscore the pivotal role of teachers' competencies in facilitating effective classroom instruction. These competencies encompass a broad spectrum of teaching skills and knowledge, which are indispensable for delivering subject matter with proficiency. Specifically, teachers' competencies encompass a range of proficiencies including teaching methods, skills, techniques, curriculum familiarity, and subject matter expertise.

Drawing upon Cook's (1991) multi-competence theory, we gain insights into the intricate cognitive processes underlying language acquisition and mastery. This theory illuminates how individuals, be they teachers or learners, navigate multiple languages, each with its unique competencies, content, and instructional methodologies. In the context of MTB-MLE classrooms, students can harness their competencies in their native language to scaffold the acquisition of additional languages.

Within the domain of English language teaching, sub-themes such as content knowledge, instructional methods, skills, and curriculum expertise constitute integral

facets of teachers' competencies. Each sub-theme has been explored in alignment with existing literature, forming a comprehensive understanding of English teachers' proficiencies within the broader framework of global education in the sections that follow.

### ***Teachers' Competencies on Content Knowledge***

The findings related to teachers' competency on content knowledge emphasize the crucial role of content knowledge in language teaching and learning. It highlights that effective language instruction cannot occur without meaningful subject matter, underscoring the need for language instructors to have a solid grasp of the content they teach. Participants in the study shared personal experiences where deficiencies in content knowledge hindered their effectiveness in the classroom. For example, one teacher recounted struggles to explain basic vocabulary during a lesson, while another admitted to difficulties teaching grammar due to insufficient preparation. These experiences led to a realization of the importance of thorough content understanding before classroom instruction. My own experience as a student teacher further reinforced this notion, highlighting the necessity of adequate content and language preparation. Overall, the study presents the pivotal role of content expertise in enhancing teaching and learning experiences, emphasizing the importance of educators being well-versed in the material they deliver for the benefit of both teachers and students.

In discussing the importance of content knowledge for language teachers, Shulman (1986) introduces the concept of pedagogical content knowledge, emphasizing its significance. The author highlights that merely possessing subject matter expertise might not translate effectively into classroom practice.

Expanding on this, Grossman (1990) emphasized the necessity for teachers to “psychologize” their subject matter, adapting it to suit the cognitive needs of students. This involves not only selecting relevant topics based on subject expertise but also considering students’ existing knowledge and perceptions to present content effectively (as cited in D. L. Ball et al., 2008)

Similarly, Magnusson, Krajcik, and Borko (1999) stressed that pedagogical content knowledge involves understanding how to convey subject matter to students, tailoring it to their diverse interests and abilities. They highlighted that this knowledge arises from a synthesis of various domains, emphasizing its transformative nature (as cited in Ball, Themes, & Phelps, 2008, p. 394).

Shulman (1986) cautioned against viewing mere content knowledge as sufficient for effective teaching, likening it to content-free skills in terms of pedagogical utility. Schwab (1978) and Shulman (1986) reiterate that teaching a subject necessitates more than just factual knowledge; it requires an understanding of its instructional implications.

Regarding pedagogical content knowledge, Greive and de Berg (1999) described it as the transformation of subject matter into a format conducive to student learning, underscoring its role in facilitating understanding. Vail Lowery (2002) (2002) emphasized that it combines subject matter expertise with pedagogical knowledge, stressing the intertwined relationship between the two (p. 69).

Shulman (1986) emphasized the importance of teachers’ ability to reason about teaching specific topics, highlighting the significance of pedagogical content knowledge in this process. He further elucidated the teacher’s understanding of why certain topics are central to a discipline, emphasizing familiarity with the broader scope of the subject matter.

In summary, pedagogical content knowledge stands out as a crucial domain for educators, distinguishing content specialists from effective pedagogues. It presents the necessity for teachers to possess a comprehensive understanding of subject matter and its instructional implications, ultimately enhancing their effectiveness in the classroom.

### ***Teachers' Competencies on Methods and Techniques***

This finding regards the enhancement of teachers' competencies in diverse teaching methods and techniques as paramount in facilitating effective learning environments. Mastery in these areas empowers educators to cultivate dynamic classrooms, as evidenced by participants' favoring and utilization of discussion, role play, demonstration, and creative writing methods in English instruction. While the discussion method garners primary recognition among educators for its role in fostering confidence and social skills, alternative approaches like role-play, demonstration, and creative writing are also endorsed. Additionally, a subset of teachers advocates for techniques such as storytelling, reading drills, and technology integration to cater to diverse learning styles. Embracing this spectrum of methodologies not only enriches students' English comprehension but also fosters essential skills like communication, creativity, and leadership, promoting holistic development in the classroom.

Teachers employ various methods to facilitate successful and contextual teaching. Utilizing appropriate teaching methods assists students in comprehending classroom instruction effectively. Methods like discussion and role play foster student engagement and interaction in the learning process, allowing them to construct knowledge through socialization. This finding is congruent with Kumaravadivelu's (2001) concept of "particularity, practicality, and possibility" (p. 537) in his post-

method pedagogy and Mellow's (2002) concept of eclecticism in language teaching. Drawing from social learning theories proposed by Bandura and Vygotsky, it is recognized that learners' surrounding society significantly influences their knowledge construction process. In this context, Vygotsky (1978) particularly emphasized the role of dialogue and interaction in socially constructing knowledge. Embracing this social learning theory has enabled me to comprehend and interpret my participants' experiences with teaching methods, especially in the context of teaching English.

Regarding discussion, it serves as a valuable tool for fostering critical thinking and mutual exchange of views among students (Silverstein, 1979). Properly facilitated discussions not only deepen understanding but also promote self-awareness, appreciation of diversity, and informed action among learners (Applebee et al., 2003; Parker, 2003).

Similarly, role play method encourages students to embody various roles and engage in simulated scenarios, fostering active learning and skill development (Baruch, 2006). By immersing themselves in different characters, students enhance their communication, critical thinking, and social interaction skills (Stevens, 2015).

Furthermore, effective communication skills play a pivotal role in teaching and learning (Low et al., 2014). Teachers' ability to transmit knowledge coherently and meaningfully greatly impacts students' learning outcomes (Ihmeideh et al., 2010). Additionally, creative writing activities not only stimulate language proficiency but also nurture students' creativity and imagination (Santosa et al., 2019).

In the classroom, techniques such as memorization, interaction in pair and group work, and student-centered teaching further enhance learning experiences (Yaya et al., 2018). Memorization aids in vocabulary acquisition, while interactive approaches promote communicative competence and cognitive development

(Krashen, 1989; Lap & Thy, 2017). Adopting student-centered approaches empowers learners to take ownership of their education and construct knowledge autonomously (Akdemir & Özçelik, 2019).

In conclusion, In the realm of education, the mastery of diverse teaching methods stands as a cornerstone for effective learning environments. Teachers' competencies in techniques such as discussion facilitation, role play, and creative writing are highlighted as paramount. These methods not only deepen students' understanding but also cultivate crucial skills like critical thinking, communication, and social interaction. For instance, the discussion method emerges as a powerful tool, promoting self-awareness and the exchange of diverse viewpoints among learners. Role play, on the other hand, immerses students in simulated scenarios, enhancing their communication skills and ability to think critically. Effective communication is emphasized as pivotal, as it significantly impacts student learning outcomes. Additionally, student-centered approaches, including interaction in pair and group work, foster autonomy and ownership of learning. Social learning theories by Bandura and Vygotsky are noted, underlining the role of dialogue and interaction in constructing knowledge. Ultimately, these diverse methodologies not only enrich students' comprehension of English but also promote holistic development by nurturing skills like creativity and leadership.

### ***Teachers' Competencies on Curriculum Knowledge***

The curriculum provides a structured framework for teaching, covering materials, objectives, methods, and assessment. English teachers need to grasp its theoretical foundations before entering the classroom, aligning it with the educational context for effective teaching approaches. Understanding the curriculum is emphasized for its role as a roadmap and in achieving desired outcomes. Teachers are

urged to comprehend its components for effective teaching, which fosters both productive teaching and holistic student development. Familiarity with the curriculum enhances teaching efficacy. Integrated curriculum is seen as transformative, promoting sustained learning experiences. Overall, a deep understanding of curriculum theory, including objectives, content, methods, and assessment, is crucial for effective teaching. Advocacy is also made for contextualized and integrated curricula to meet the evolving needs of students, which is in line with Brown's (2010) idea of post-method era.

The findings concerning teachers' competencies in curriculum knowledge reveal that a curriculum is a comprehensive plan encompassing teaching and learning activities, including the teaching materials alongside learning objectives, methods, techniques, and both academic and soft skills. It should be contextualized, themed, leveled, and tailored to the current context. When teachers participate in curriculum development, it leads to a meaningful, contextual, and acceptable curriculum. According to the pedagogic theory of Johann Friedrich Herbart (1776-1841), teachers' preparation and involvement can bring about reforms in teaching and the application of knowledge in students (G. Gupta, 2021). Pedagogically, when teachers engage in developing materials such as curriculum and teaching materials (which are based on local culture), and teacher guides, it assists curriculum designers in incorporating their knowledge, ideas, and experiences to create a contextual and meaningful curriculum. Teachers' competencies in curriculum knowledge enhance the effectiveness and progressiveness of teaching activities.

Furthermore, Mohanasundaram (2018) stated that "curriculum development is a planned, purposeful, progressive, and systematic process to create positive improvements in the educational system" (p. 4). A planned, purposeful, and

progressive curriculum becomes systematic within the educational system. Harve (2024) mentions that curriculum provides specific actions in planning the teaching and learning process to achieve educational objectives. Similarly, Schwab (1978) expressed:

Curriculum is successfully conveyed to different degrees to various students by committed teachers using appropriate materials and actions, consisting of legitimized bodies of knowledge, skill, taste, and propensity to act and react, which are chosen for instruction after serious reflection and communal decision by representatives of those involved in the teaching of a specified group of students known to the decision makers. (p. 240)

The author, as a curriculum theorist, highlights that the curriculum includes learners of different levels, relevant teaching materials and actions, teaching skills, knowledge, taste, and language instruction, which are essential for systematic teaching.

Nur and Madkur (2014) stated that “curriculum is a set of plans and arrangements covering educational goals, contents, learning materials, and learning methods intended to serve as guidelines in implementing the teaching and learning process to achieve the set goals” (p.120). Sepyanda (2017) asserted that “Curriculum is a set of lessons and academic content to be taught in a school, referring to the knowledge and skills students are expected to learn, including the learning standards or objectives they are expected to meet, and other components related to the teaching and learning process” (p. 211). Dillon (2009) has listed nine elements of curriculum as goals, materials, content, learning activities, strategies, evaluation, grouping, time, and space. Sepyanda (2017) also noted that “Curriculum can be used to predict expected teaching outcomes because it indicates what needs to be learned and what

activities students should experience” (p. 210). Modebelu (2015) described curriculum as a guided learning experience designed to facilitate learners’ learning to establish a quality relationship between what is learned and what is applicable outside the school. Hamalik (2009; as cited in Sepyanda, 2017) explained that curriculum contains teaching and learning materials that can be used as learning experiences.

Curriculum Development Centre (2007) suggested that the curriculum aims for acquiring competence in listening, speaking, reading, writing, and developing the ability to use these competencies for effective communication in real-life situations. Additionally, Department of Education (2015) stated that the main objectives of the curriculum are to provide learning opportunities for students’ holistic development by encouraging them to build sanitation habits, develop good manners, and prepare for primary education. In this context, Curriculum Development Centre (2007) focused on the integrated curriculum from grades one to three and planned to extend it up to grade eight as basic level education.

Teachers’ awareness and competencies in curriculum knowledge of the relevant subject enable them to perform competently with knowledge, experience, and practice. Teachers’ competencies in curriculum knowledge are related to their ability to understand how to connect the content with an intended curriculum for effective classroom management.

### **Classroom Practices**

Classroom practices present their role in fostering teacher-student interaction and enhancing student learning through diverse instructional methods and approaches. While commendable for catering to varied learning styles, the effectiveness of these practices may vary due to factors like teacher proficiency and resource availability. Despite efforts to address challenges and incorporate contextual content, improved

learning outcomes are not guaranteed without critical pedagogical practices. Emphasizing student-centered methodologies is vital, yet challenges in implementation exist due to institutional constraints. Evaluation of translation methods and linguistic landscapes is valuable but requires consideration of linguistic diversity and cultural sensitivity. In conclusion, while classroom practices aim to enhance learning experiences, critical examination is necessary to address implementation challenges and ensure alignment with pedagogical principles for meaningful outcomes. The following sections deal with the discussion of thematic findings under classroom practices.

### ***Use of Mother Tongue in Teaching English***

The finding shows that the implementation of mother tongue as the medium of instruction for teaching English in Nepal, particularly in schools catering to ethnic group communities, yields significant benefits, as evidenced by enhanced comprehension, vocabulary acquisition, and overall engagement among students. This approach, as supported by the data, not only improves learning experiences and confidence levels but also fosters sustained interest in English, ultimately fostering inclusive and supportive learning environments aligned with UNESCO's (1953) recommendations.

The findings underscore the significance of incorporating students' mother tongue as the medium of instruction in English classes. This approach facilitates comprehension of learning materials, fosters effective interaction and communication with teachers and peers, promotes socialization, cultivates a sense of identity within English classrooms, boosts motivation, and bolsters confidence in performance. Utilizing an appropriate medium of instruction not only aids in grasping teaching content but also enables students to articulate their knowledge, skills, and experiences

more effectively, thus fostering a conducive environment for learning the English language. By employing their mother tongue during English lessons, students engage in knowledge construction through socialization and interaction, aligning with Vygotsky's (1978) sociocultural theory of learning (or social constructivism theory). Fahim and Haghani (2012) and Lantolf (2011) have emphasized the active role of individuals, particularly students, in constructing knowledge and meaning through social interactions facilitated by the use of their mother tongue.

Similarly, regarding the use of students' mother tongue in second language teaching classroom, Neokleous (2016) highlights the practical application of mother tongue in asking and answering questions, corroborating the findings of the present study as the benefits experienced by participants when English is taught using their mother tongue. In line with Neokleous, Nilsson (2020) advocates for leveraging mother tongue sources to enhance learner engagement and interaction. The integration of the mother tongue as a medium of instruction not only facilitates interactive learning but also contributes significantly to knowledge construction.

According to Vygotsky's (1978) social learning theory, learners construct knowledge through observation, attention, retention, reproduction, motivation, participation, and creation. By integrating this theory into classroom practices, teachers can foster autonomous learning and knowledge creation among students through collaborative interactions. Encouraging students to participate in discussions and interactive activities motivates them to engage actively in the learning process.

Furthermore, research suggests that using the mother tongue as a medium of instruction in teaching English enhances students' understanding of the content, promotes interaction, motivation, socialization, and relationship-building with teachers and peers. This is informed by Qian et al. (2009) and Paker & Karaağaç's

(2015) emphasis on the role of learners' mother tongue in fostering a close student-teacher relationship. Neokleous (2016) also highlights various functions of the mother tongue, such as encouraging, asking, discussing, interacting, greeting, and motivating, which align with the findings of this study.

Cummins et al. (2005) argue that employing the first language facilitates active participation in learning English as a second language corresponding to the experiences of participants in this study. Nunan (1991) presents the importance of learning to communicate through interaction in the target language, which is not congruent with the finding of this study though it might be true in some other context. However, Swain and Lapkin (2000) posit that the use of students' mother tongue in a second language teaching classroom may enhance task performance.

UNESCO (1953) emphasizes the pivotal role of the mother tongue in teaching, advocating for its use as the primary medium of instruction. In the similar vein, Richardson (2003) suggests that the mother tongue enables students to express their knowledge and experiences fully, aligning with pedagogical approaches of Piaget and Vygotsky. In this context, even UNESCO (2007) further presents the importance of utilizing the mother tongue to bridge home and school experiences, facilitating literacy skills development and language acquisition.

However, some scholars, like Aydin and Dogan (2019) argue that using your first language too much might not be good for learning English. Similarly, Cook (2001) maintains that relying too much on your first language means you do not get enough practice with English. Nunan (1991) also observes that some English teachers tell students not to use their first language in class.

In conclusion, employing the mother tongue as the medium of instruction in teaching English proves to be an effective strategy for facilitating comprehension,

promoting interaction, fostering motivation, and building strong teacher-student relationships. While there are concerns regarding overreliance on the students' mother tongue, the benefits of leveraging the mother tongue for language learning and knowledge construction are evident.

### ***Contextualization in Teaching English***

The integration of contextualization into English teaching has been shown to provide scaffolding for educators, enabling them to deliver content through contextual language instruction, thereby enhancing students' understanding and learning outcomes. Research also indicates that employing suitable language as the medium of instruction, utilizing local teaching materials, and incorporating familiar or local content are pivotal aspects of contextualizing English teaching (Khanal, 2004; Sharma, 2006).

Sharma (2006) presents the multifaceted role of the mother tongue in the classroom, including its function in clarifying instructions, facilitating task discussions, and fostering a sense of group cohesion. Moreover, studies have emphasized the beneficial use of the first language in providing instructions, aiding comprehension, and defining new vocabulary (Atkinson, 1987; Carless, 2002; Swain et al., 1990).

In alignment with the findings of the present study, educators advocate for the contextualization of teaching materials to resonate with students' experiences, realities, and first languages (Ampa et al., 2013; Jolly & Bolitho, 1998). Context-based materials not only enhance students' engagement but also allow for meaningful connections between learning content and real-world contexts K. Richards (2003).

Furthermore, contextual teaching and learning have been reported to be effective in developing students' English language skills, emphasizing the importance

of relating subject matter to real-world situations (Berns, 1983; Chantop & Lornklang, 2016; Pratama & Sumardi, 2022; Satriani et al., 2012). This approach fosters a deeper understanding of the content and promotes students' ability to apply language skills in practical contexts.

Additionally, Wardani et al. (2020) highlight how contextual learning bridges classroom content with students' daily lives, enhancing motivation and understanding. By integrating contextual language instruction and content, students can construct their knowledge effectively and achieve success in learning tasks.

In summary, contextualization in English language teaching in the researched context not only motivates students but also facilitates a deeper understanding of subject matter and language learning. Utilizing contextual language instruction and teaching materials tailored to students' experiences are crucial for effective teaching and learning in the present educational landscape.

### ***Use of ICT in Teaching English***

This thematic finding collectively presents the immense potential of integrating ICT into English language instruction. Nevertheless, tackling associated challenges is paramount to fully capitalize on its advantages. Prioritizing infrastructure investment, providing targeted teacher training, and fostering collaborative partnerships are pivotal steps toward ensuring equitable access to quality English education for students, regardless of geographical or socioeconomic factors.

Recent studies also have shown that employing ICT tools such as laptops, mobile devices, televisions, and computers is not only effective but also enhances the attractiveness, ease, creativity, supportiveness, productivity, and motivation of English language instruction for pre-primary level students. Asratie et al. (2023) defined ICT as the combination of communication and telecommunications for

processing information and sharing multimedia, has facilitated e-learning when integrated into educational practices. Moreover, it significantly impacts teachers' motivation and engagement, leading to more effective classroom practices (Bhatti et al., 2021).

Integrating ICT into classrooms holds promise for aiding disadvantaged students globally (Bai et al., 2021; Baker, 2006). It fosters a supportive environment conducive to enhancing students' writing skills in both quality and quantity (Yunus et al., 2013) Furthermore, ICT serves as a valuable resource for teachers to collaborate in teaching and learning activities, positively impacting students' acquisition of ICT knowledge and skills (Hashemi, 2016; Nguyen, 2021).

ICT, encompassing various forms of technology for information creation, display, storage, manipulation, and exchange, enriches classroom experiences and expands teachers' professional knowledge and expertise (Donnelly et al., 2011, as cited in Nhu et al., 2018). Embracing ICT in English language instruction, from pre-primary to upper levels, fosters effective and productive learning environments. It enhances students' language learning skills, such as listening, speaking, reading, and writing, making learning enjoyable and sustainable for their future endeavors.

In short, Integrating ICT into English language instruction offers multiple benefits, including enhancing creativity, motivation, and teacher engagement. It aids disadvantaged students and enriches classroom experiences, improving writing skills and fostering effective learning environments. However, addressing challenges like infrastructure and teacher training is vital for equitable access to quality education.

### ***MTB-MLE Approach in Teaching English***

This finding suggests that MTB-MLE represents a transformative educational approach, valuing linguistic diversity and promoting quality education (Carole

Benson, 2004; Carol Benson, 2013; García, 2009). By embracing inclusivity and cultural responsiveness, it fosters holistic student development and enhances the sustainability of education systems (Hornberger, 2003; UNESCO, 2003).

The findings revealed that the implementation of MTB-MLE in teaching English supports teachers by facilitating the connection between students' background knowledge and language with new knowledge and language from their mother tongue. MTB-MLE approach helps students to transfer their learning concepts, skills, knowledge, and experiences from their mother tongue to other languages and learning contents with better understanding (Cummins, 2007).

Drawing on Anderson's (1978) schema theory, which emphasizes the importance of connecting prior knowledge with new information, this study presents the significance of maintaining the meaning of participants' lived experiences in effective learning through the mother tongue. Implications of schema theory in the classroom support teachers in exploring students' background knowledge and teaching them new content based on this foundation (Zhao & Zhu, 2012).

Cummins's (1979) interdependence theory further supports the use of students' mother tongue to learn literacy and meaningful content from the early grades (Corcoll López & González-Davies, 2016). Congruent to this, Tenorio (2022) also presents the global trend of using the mother tongue in early education to facilitate learning (UNESCO, 2010). Students' first language helps them to acquire additional languages easily by connecting their linguistic repertoire and ideas across languages (Garcia, 2013a).

The participants in this study expressed that the MTB-MLE approach effectively teaches English to ethnic group students, such as those from the Tamang community, through contextualized teaching materials, teacher training, and the use

of the mother tongue as a medium of instruction as informed by (Jin et al., 2014). This approach supports students' understanding of English language and contents while aiding teachers in assessing students' performance and competence (Otsuji & Pennycook, 2010).

Contrary to the belief that using the mother tongue impedes English language acquisition, research suggests that it enhances students' academic and cognitive development (García et al., 2017). This is also informed by Krashen (1989) when he highlights that using the first language makes second or third language input comprehensible.

The MTB-MLE approach has been effective in developing language learning skills among students from Tamang language-speaking communities since it helps students to develop basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) across Tamang and English (Genesee, n.d.).

Cummins's (1979) linguistic interdependence theory supports the prioritization of students' mother tongue in teaching English to facilitate individual and social communication skills (Baker, 2011; Baker & Wright, 2017).

Translanguaging, as a method, which involves the use of mother tongue, aids in making difficult content comprehensible by utilizing students' multilingual abilities (García, 2009). Teachers' experiences highlight the effectiveness of MTB-MLE in improving learning outcomes by utilizing students' first language as a bridge between prior and acquired knowledge as maintained by Carole Benson (2004).

Additionally, research presents the importance of using students' first language for effective learning outcomes. Failure to do so can lead to lower achievement levels among students, particularly those from non-English-speaking backgrounds (August & Shanahan, 2006).

In conclusion, the MTB-MLE program has emerged as an effective and contextual trend in providing quality and sustainable education by leveraging students' linguistic resources and experiences across languages (Cummins et al., 2005). Through the implementation of MTB-MLE, primary level schools can effectively transfer knowledge, skills, and experiences from students' mother tongue to additional languages, promoting understanding and retention of content (UNESCO, 2010).

### ***Pedagogical Challenges and Strategies***

The research findings regarding the challenges encountered in teaching English within Tamang community schools underscore a plethora of obstacles, ranging from linguistic and cultural disparities to deficiencies in ICT adoption and pedagogical methodologies. Addressing these barriers requires a comprehensive approach that integrates customized training, resource provision, and supportive frameworks to enhance English education within these specific contexts.

When English teachers in Tamang community schools employ only English as a medium of instruction in pre-primary classrooms, students often struggle to comprehend language and instructional content due to language gaps (Sharma, 2006). Sharma (2006) suggests that utilizing the mother tongue or students' first language as MOI facilitates comprehension, accessibility, and flexibility in English instruction, thereby bridging the language gap between teachers and students. Swain et al. (1990) have further informed about the efficacy of using the first language to enhance students' task performance.

Although ICT holds promise for autonomous learning and knowledge discovery, its potential is hampered by teachers' lack of ICT knowledge and inadequate access to technological resources within schools in the researched context.

Despite these challenges, ICT has emerged as a vital tool for language instruction both inside and outside the classroom, facilitating interactive and effective learning environments (Bhatti et al., 2021). Moreover, ICT usage correlates with improved writing skills among students (Yunus et al., 2013).

Ensuring the relevance of teaching content is crucial for student comprehension and teacher effectiveness. Contextual teaching, which integrates local wisdom and knowledge into instructional materials, has been shown to enhance student learning outcomes (Chantop & Lornklang, 2016). Understanding the local context is pivotal for delivering contextualized instruction that resonates with students, which is challenging for teachers.

However, in conclusion, as I observed and experienced, embracing challenges and difficulties can foster teacher and student growth by boosting confidence levels and motivating them to learn through exploration and perseverance (H. S. Gupta, 2023). Learning through adversity cultivates resilience and fortifies learning outcomes, resulting in a deeper and more sustainable understanding of the subject matter.

### ***Linguistic Landscape in Learning English***

As a finding of the current study, it is evident that incorporating the linguistic landscape into English language instruction presents a multifaceted approach to teaching and learning. By integrating both form and meaning with informative content, this approach encourages students to explore the nuances of the linguistic landscape found in various village pathways, school walls, buildings, and cliffs. This utilization of the linguistic landscape serves as a contemporary pedagogical resource, enriching the English language education experience for students.

The present study presents the significance of incorporating the linguistic landscape into English language instruction, revealing its multifaceted potential for teaching and learning. This approach, as elucidated by Al-Jarf (2021), emphasizes the utilization of language in public spaces, encompassing words, images, and symbols as integral components of communication. The finding is also informed by Bruyel-Olmedo and Juan-Garau's (2009) argument that the linguistic landscape not only conveys messages and information but also reflects societal realities and interlanguage dynamics. Scholars, such as Cenoz and Santos (2020), have extensively explored the sociolinguistic dimensions of linguistic landscapes, particularly in contexts where English coexists with local languages.

Moreover, Landry and Bourhis (1997; as cited in Daly, 2018) posit that the presence of a language within the linguistic landscape contributes positively to the social identity and ethnolinguistic vitality of language communities. For minority language speakers, seeing their language represented in public signage signifies validation and recognition by the dominant group. Daly (2018) also argues that linguistic landscape serves both informational and symbolic functions, acting as a conduit for transmitting cultural identity and promoting language use within diverse domains.

In conclusion, the linguistic landscape offers a visual representation of language diversity and cultural identity, and thereby fosters an appreciation for the value and significance of local and global languages. It not only facilitates communication but also shapes our interactions within society, promoting intercultural understanding and empathy. Ultimately, the integration of linguistic landscape into English language instruction provides students with a nuanced

understanding of language form, function, and meaning, enriching their language learning experience.

### ***Evaluation***

The findings of the study underscore the critical importance of a well-informed and practiced approach to evaluation in education, particularly in maximizing students' learning potential. Through the integration of formative evaluation techniques into pedagogical practices, educators enable students to become active participants in their educational journey. This involves providing timely feedback and engaging in iterative assessments, which offer students valuable insights into their strengths and areas for improvement. Such an approach fosters a culture of continuous learning and growth within the classroom.

Moreover, this study sheds light on the transformative impact of formative evaluation on classroom dynamics. Educators reported notable enhancements in student motivation and participation, alongside a heightened sense of ownership over their learning processes. By establishing a supportive environment conducive to feedback and reflection, teachers nurture students' metacognitive skills, equipping them with essential tools for lifelong learning.

As Black and Wiliam (1998) emphasize, formative assessment is integral to classroom practice, with its development holding the potential to elevate standards of achievement. They further assert that assessment truly becomes formative when the evidence gleaned informs adaptations in teaching to address student needs.

Additionally, Scriven (1967) posits that formative evaluation serves to identify both deficiencies and successes in the intermediate stages of curriculum development.

Assessment, as Black and Wiliam (1998) contends, remains a central and inseparable element of the educational process.

Similarly, assessment, plays a pivotal role in education. Moon (2005) emphasizes that its primary function is to determine and assign grades, thereby facilitating student progression to the next level. Babincakova et al. (2020) echo the significance of formative assessment as an interactive process aimed at enhancing teaching and learning outcomes for all stakeholders involved, including both teachers and students.

Thus, as discussed above, evaluation serves as a technique for measuring students' progress, identifying areas for reform, and assessing learning outcomes on both quarterly and yearly bases. Both formative and summative evaluation strategies enable students to monitor their learning progress, while providing teachers with insights into their students' strengths and weaknesses. Ultimately, evaluation serves as a catalyst for further improvement, reforms, feedback, and enhanced learning achievements in students' educational journeys.

### ***Use of Translation Method in Teaching English***

The research findings suggest that the translation method serves as a crucial bridge between the target language, in this case, English, and the students' mother tongue, Nepali, within the educational setting of Tamang community schools. According to Ismail et al. (2017), the translation method involves transferring written language from one language (the source language) to another (the target language), prioritizing overall meaning over exact wording, which is termed as free translation. According to the authors, this process aids students in comprehending English words, phrases, sentences, and texts.

J. C. Richards and Farrell (2010) distinguish between translation, which involves written texts, and interpretation, which involves spoken discourse. In the present study, translation covers both written text translation as well as spoken

discourse interpretation. Newmark (1991) highlights that the translation method serves as a tool for expanding language knowledge and consolidating learning for ESL (English as a Second Language) learners. Similarly, Ramachandran and Rahim (2004) further emphasize the positive impact of the translation method on language learning, particularly in teaching vocabulary to ESL learners, attributing its effectiveness to the utilization of learners' first language as the medium of instruction and its explicit learning approach.

In conclusion, the research presents the significance of translation in facilitating students' understanding of English vocabulary and texts, particularly in the pre-primary level classrooms of Tamang community schools. Translation emerges as a supportive tool for both teachers and students in the process of teaching and learning English within this specific educational context.

### **Teachers' Preparation Process**

The findings showed that teachers' preparation process is ongoing process in which teachers own experiences and expertise during their teaching professional life world. Pedagogic theory of Johann Friedrich Herbart (1776-1841) claims that preparation supports the teachers to be ready for presentation and application of their knowledge in the classroom having a strong confidence level (G. Gupta, 2021). Teachers' preparation guides the teachers to perform better task having good understanding about the teaching contents.

This theme consists of teachers' involvement in developing materials, teaching as knowledge transferring in students, teacher training and teachers' teaching preparation. Each code or sub-theme has interpreted with the extant literatures.

### *Teachers' Involvement in Developing Materials*

The research findings underscore the indispensable role of context-based teaching materials in facilitating effective English instruction at the primary level. Participants emphasized the significance of localized resources in creating engaging learning experiences and fostering improved learning outcomes. Such materials resonate with students' backgrounds, enhancing comprehension and encouraging active participation. The integration of context-based materials is deemed essential for establishing inclusive and effective English education environments.

Teachers' involvement in the development of teaching materials plays a crucial role in ensuring their relevance and effectiveness. Drawing from "pedagogic theory," teachers engage in the preparation, presentation, association, and application of knowledge to scaffold specific and student-centered materials (Kenklies, 2012). By aligning new materials with students' existing knowledge, needs, and interests, teachers contribute to the contextualization and appropriation of teaching materials, making them more acceptable from students' perspectives.

The involvement of teachers in material development not only supports designers in accumulating ideas, experiences, and knowledge but also enhances students' interests, motivation, and engagement in learning. Home-made materials, as suggested by Block (2014), offer students greater interest and engagement, while teacher-produced materials, as advocated by Santosa et al. (2019), provide flexibility and alignment with students' linguistic and cultural backgrounds.

Furthermore, materials should be contextualized to learners' experiences, realities, and first languages, as highlighted by Jolly and Bolitho (1998). Teacher-prepared materials afford opportunities for incorporating elements of students' first

language and culture, ensuring appropriate challenge and levels of success, as informed by Howard and Major (2004).

As the finding of this study, Ampa et al. (2013) maintain that materials serve as resources for presenting language input and practice, shaping the quality of learning experiences. Similarly, K. Richards (2003) presents the role of materials as resources for the presentation of spoken or written materials, aiding teachers in delivering subject matter effectively.

In summary, English teachers' involvement in developing teaching materials prioritizes contextualization, students' needs, interests, motivation, engagement, timeliness, and personalization to ensure effective and engaging teaching-learning activities in the primary education context.

### ***Teaching as Knowledge Transferring in Students***

The research findings underscore the pivotal role of knowledge transfer in the teaching process, emphasizing its significance for fostering sustainable, applicable, and successful learning experiences between educators and students. According to Krashen's second language acquisition theory, the transfer of knowledge from a student's first language to their second language is a fundamental aspect of the language learning process.

With regard to this finding, Cleary (2013) aptly noted that transfer occurs when individuals draw upon prior experiences to navigate new challenges, a concept particularly pertinent in adult education contexts. This notion suggests that teachers can leverage their background knowledge when confronted with novel teaching situations. Huber (1991; as cited in Raja et al., 2022) defined knowledge transfer as the sharing of information among involved parties, echoing Kaur and Hegelheimer's

(2005) characterization of knowledge transfer as the transmission of information from a source to a recipient.

Raja et al. (2022) proposed that knowledge transfer extends beyond the classroom, suggesting that universities can facilitate the transfer of knowledge to organizations through in-service training programs. Learners are more likely to effectively apply knowledge acquired through such experiential learning compared to knowledge conveyed solely through instruction (Kaur & Hegelheimer, 2005). This aligns with the notion that knowledge transmitted by others may lack the personal relevance and connection afforded by experiential learning.

In the classroom setting, teaching is conceptualized as a process of knowledge transfer, wherein students acquire new knowledge, experiences, and skills from teachers. This process not only enriches students' existing knowledge but also facilitates meaningful application in real-world contexts.

### ***Teacher Training and Professional Development***

The research findings regarding teacher training underscore its pivotal role in facilitating transformative changes and reforms among educators by harnessing their accumulated experiences and expertise within the teaching profession. Through structured training initiatives, teachers are empowered to continually refine their practices, ensuring ongoing progress and professional advancement. Drawing upon pedagogical theory, the essence of teacher training becomes evident in its facilitation of key instructional stages: preparation, presentation, and application of knowledge, thereby equipping educators with the requisite skills and knowledge to effectively engage with subject matter.

In relation to the need for teacher training, Onakpoya and Adeoye (2009) presents the significance of training programs in updating teachers' knowledge, skills,

and interests within the teaching domain. The aim of such programs is to cultivate competent, professional teachers capable of positively impacting student learning outcomes. Raikes et al. (2019) further elucidates the correlation between teachers' attributes—such as experience, certification, and education—and their influence on student achievement. That is to say, the teachers' role is pivotal in driving educational reform aimed at enhancing student learning experiences.

Echoing these sentiments, Horner et al. (2011) highlight the substantial impact of teacher effectiveness on students' academic performance, emphasizing the far-reaching implications of robust teacher training initiatives. Such a discourse of advocating for teacher training presents its indispensable role in fostering pedagogical adaptability and resilience.

Furthermore, teacher training serves as a catalyst for professional development, facilitating the continual updating and transfer of knowledge among educators. By providing scaffolding for teachers to hone their expertise, skills, and experiences, training initiatives foster a culture of creativity, exploration, and autonomy within the teaching profession. Empowered with relevant teaching methodologies, skills, and techniques, educators are emboldened to navigate the complexities of the classroom with confidence and efficacy.

### ***Teachers' Teaching Preparation***

The research findings concerning teachers' preparation for teaching underscore its pivotal role in fostering confidence and competence among educators, thereby enhancing the efficacy of the teaching process. Effective preparation equips teachers with the necessary tools, such as clear teaching goals, well-structured content, and appropriate pedagogical methods, facilitating successful and impactful instruction. Moreover, thorough preparation empowers teachers to deliver subject

matter in a manner that promotes enhanced student comprehension, fostering an environment conducive to active engagement and creativity.

In this regard, scholars like Good et al. (2006) emphasize the importance of equipping teachers with adaptable skills to navigate diverse educational contexts, stressing the pivotal role of school districts in complementing teacher preparation programs. Similarly, Goodwin (2016) advocates for a especial focus within teacher preparation programs on fostering equitable access to intellectually stimulating instruction. Mulryan-Kyne (2007) further presents the need for comprehensive teacher education programs that prepare educators to effectively engage with diverse student populations across various grade levels.

Emphasizing the significance of lesson planning, scholars such as Emiliasari (2019) assert that meticulous planning not only organizes the learning process but also bolsters teachers' confidence during instruction, ensuring a structured and effective educational experience.

In essence, teachers' preparation serves as a cornerstone of their professional development, fostering creativity, autonomy, diligence, and constructive engagement in the teaching profession. By prioritizing robust preparation practices, educators are empowered to realize their full potential, ultimately yielding positive outcomes for student learning and academic achievement.

### **Limitations of the Study**

In reflecting on the completion of my dissertation, I encountered several limitations that influenced various aspects of the research process. These limitations spanned across the research topic, study objectives, research design, contextual factors, the nature of the phenomenon under investigation, geographical constraints,

selection of research sites, sampling considerations, and numerous challenges encountered throughout the research journey.

During the preliminary stages of the study, I identified significant issues such as language barriers between teachers and students, insufficient pedagogical knowledge among educators, a lack of familiarity with curriculum requirements, inadequate teaching methodologies and techniques, deficiencies in teacher training, limited understanding and implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) approach, gaps in content knowledge, challenges in student assessment and classroom management, particularly among English teachers teaching at the pre-primary level within MTB-MLE implemented schools. Despite purposively selecting six English teachers for initial interviews, the data obtained did not fully align with my expectations. Subsequently, I expanded the participant pool by adding one more teacher in the second phase of interviews, and ultimately collected data from seven English teachers during the third phase. However, logistical difficulties arose in meeting participants and conducting classroom observations due to the constraints imposed by the COVID-19 pandemic.

Given the evolving nature of the research exploration and investigation, I found it necessary to adapt my research methodology accordingly. Consequently, I opted for a hermeneutic research design, which facilitated the exploration, analysis, and interpretation of participants' lived experiences. To assist in data analysis, I utilized ATLAS.ti 9 software. The study's contextual framework centered on MTB-MLE implemented schools within the Tamang community, shaping the research objectives and guiding the formulation of research questions, which focused on understanding teaching pedagogy and its practical implications within authentic classroom settings.

Despite these limitations, the research endeavour provided valuable insights into English teachers' pedagogical knowledge and practices within the MTB-MLE framework, shedding light on the complexities and challenges inherent in bilingual education contexts. Moving forward, addressing these limitations can inform future research endeavours and contribute to the ongoing discourse surrounding effective pedagogical approaches in multilingual educational settings. I will employ ethnography research design to explore teachers' experiences and, to make the meaning of their experiences on the same phenomenon for better understanding in my further study.

### **Chapter Summary**

This chapter summarizes and discusses the findings of the study on teachers' pedagogical knowledge and practices in English within mother tongue-based multilingual education, stressing their multifaceted nature beyond mere transmission of content to include methods of teaching, classroom management, and measures for better understanding among the students. The importance of pedagogical content knowledge is highly stressed, balancing both theoretical knowledge and practical experience through continuous reflection and professional development. Knowing the linguistic backgrounds of the students is very vital; the teachers adjust their methods of instruction based on direct interactions and home visits, though ethical issues about these approaches are also put into consideration. Another key to engagement is classroom management, but the diversity dynamics present challenges. This paper has used the foundational language learning theories and also emphasized the teacher competencies in content knowledge, methods, and theory of curriculum in the improvement of instruction. It emphasizes contextualized teaching and the use of ICT as significant factors to ensure student engagement while the MTB-MLE approach

enhances understanding and facilitates smooth cognitive development. This chapter presents pedagogical challenges, assessment's role in student learning, translation in instruction, and continues teacher preparation processes through which there is an emphasis in the creation of materials matching the context and knowledge transfer. While the present study has been carried out within the limitations imposed by the COVID-19 pandemic, it contributes significant insights toward a multifaceted nature of teaching English in multilingual classrooms and points out that future research may gain from ethnographic approaches for a deeper understanding of teachers' experiences.

## **Chapter Six**

### **Conclusions, Implications and Future Directions**

This chapter consists of conclusions of the findings, implications of the findings, contribution of the study and future direction for further research.

#### **Conclusions**

The mother tongue based multilingual education (MTB-MLE) approach helps the students of ethnic groups to transfer their knowledge, skills, experiences, learning concepts and methodologies from their mother tongue to the learning of English language. This study aimed to explore English teachers' experiences, pedagogical knowledge and practices in the context of MTB-MLE implemented schools, and to make sense of their experiences in relation to curriculum knowledge, content knowledge, teaching methods, medium of instruction, the MTB-MLE approach, classroom management and teacher preparation. Hermeneutic phenomenological research design was employed to explore English teachers' experiences and to make sense of their experiences by using interviews and interactions as the primary data collection methods. The participants were seven English teachers comprising six male and one female teacher who have been teaching English for seven years at MTB-MLE implemented schools in Dhading, Nepal. The data were analyzed and discussed thematically utilizing the software -ATLAS.ti.

The findings revealed the crucial role of pedagogical knowledge in effective teaching practices in MTB-MLE contexts. Teachers' pedagogical knowledge encompasses curriculum content, content knowledge and teaching methods, all of which are essential for delivering lessons in a systematic and meaningful manner. Pedagogical knowledge serves as a cornerstone for professional development, enabling teachers to enhance their confidence and competence in their teaching

practice. Similarly, knowing students' is considered as the cornerstone in effective teaching. Teachers who are aware of their students' prior knowledge and linguistic backgrounds can tailor their instruction to suit individual needs. By establishing connections between new knowledge and existing understanding, educators can create engaging and meaningful learning opportunities for their students. This personalized approach not only enhances comprehension but also fosters a supportive learning environment where every student feels valued and understood.

Classroom management is another key determinant of student engagement and motivation in MTB-MLE situations. Well-managed classroom environments, characterized by peace and a child-friendly atmosphere, foster active participation and learning among students. Such environments are instrumental in cultivating a conducive atmosphere for effective teaching and learning. In addition, continuous professional development is essential for teachers' growth and effectiveness in the classroom.

Teachers' competencies in teaching methods, skills, and curriculum knowledge are vital components of successful teaching. However, challenges such as language barriers and inadequate content knowledge can impede effective instruction, particularly in pre-primary level classrooms. Addressing these challenges necessitates teachers' proficiency in local languages or students' mother tongues to bridge communication gaps and facilitate effective English language instruction. By equipping themselves with the necessary tools and resources, teachers can overcome these obstacles and create inclusive learning environments where every student has the opportunity to thrive. Likewise, teacher preparation processes encompass various aspects, including the development of teaching materials, ongoing training, and lesson preparation.

The Mother Tongue Based Multilingual Education approach significantly enhances the teaching and learning of English as a foreign language in community schools by using students' mother tongue. It supports the indigenous students to transfer their knowledge and skills from their mother tongue to English language. It promotes inclusivity of mother tongue in English education and improves educational outcomes. It empowers teachers to broaden their pedagogical knowledge and competencies including curriculum knowledge, content knowledge and effective teaching methods that contribute to their professional development, classroom management and student learning outcomes. This study highlighted the role of teacher preparedness, curriculum knowledge and existing classroom practices as critical factors in fostering an effective and sustainable educational environment.

The study employs Heidegger's phenomenological research design to explore the lived experiences of English teachers in the MTB-MLE framework. It integrates schema theory, linguistic interdependence theory, and multi-competence theory to enrich the understanding of English teachers' pedagogical practices within MTB-MLE contexts. The findings provide new insights into the competencies required for teachers in an MTB-MLE setting, including curriculum knowledge, content knowledge, and effective instructional methods. It also discusses how the strategic use of students' mother tongue alongside English enhances comprehension and learning outcomes, offering evidence that MTB-MLE can improve student engagement, classroom management, and academic performance.

For the further study, ethnographic research design will be supportive to explore teachers' experiences and the meaning of teachers' experiences for better understanding with the limitations of the supporting theories, research design and contextual factors.

## **Implications of the Findings**

The findings presented in the study offer profound insights into the pedagogical landscape of teaching English, highlighting various facets that significantly influence both policy formulation and educational practices. At the core of these implications lies a deep understanding of the intricate dynamics between teachers, students, curriculum, and classroom management. By delving into these findings, policymakers and educators can glean valuable insights that can inform strategic decisions aimed at enhancing teaching effectiveness and improving student learning outcomes.

One of the key pedagogical implications derived from the findings is the importance of understanding students' backgrounds in facilitating effective teaching and learning experiences. Policies should be crafted to encourage teachers to embrace culturally responsive practices that honor students' diverse linguistic and cultural backgrounds. Such policies should prioritize the development of comprehensive teacher training programs that equip educators with the necessary skills to understand and address the unique needs of their students. In practice, educational institutions can provide ongoing professional development opportunities for teachers to refine their cultural competence and incorporate diverse perspectives into their teaching practices.

Furthermore, the findings underscore the significance of classroom management strategies in creating conducive learning environments. Effective classroom management policies should be formulated to support teachers in maintaining orderly and productive classrooms. This may include establishing clear behavioral expectations, implementing positive reinforcement strategies, and fostering a sense of community and belonging among students. In practice, schools can provide teachers with the necessary resources and support to implement these strategies

effectively, thereby creating an environment where students feel safe, engaged, and motivated to learn.

Additionally, integrating pedagogical knowledge into curriculum frameworks emerge as a crucial aspect of enhancing teaching effectiveness. Policies should advocate for the incorporation of pedagogical principles into teacher education programs, ensuring that aspiring educators are equipped with the necessary skills to design and deliver engaging and meaningful lessons. In practice, teacher education institutions can revamp their curricula to include coursework that emphasizes pedagogical knowledge, instructional strategies, and assessment practices. By providing teachers with a solid foundation in pedagogy, education systems can empower them to meet the diverse needs of their students more effectively.

Addressing challenges in teaching English, such as language barriers and inadequate resources, requires a concerted effort from policymakers and educators alike. Policies should be enacted to provide English language teachers with the support and resources they need to succeed in their roles. This may include investing in language proficiency programs, professional development opportunities, and instructional resources tailored to the needs of English language learners. In practice, schools can implement initiatives to promote inclusive practices and provide equitable access to education for all students, regardless of their linguistic backgrounds.

Moreover, promoting collaborative learning communities among educators can foster a culture of continuous improvement and innovation. Policies should encourage the development of professional learning communities where teachers can share best practices, collaborate on curriculum development, and support one another in their professional growth. In practice, schools and districts can facilitate the creation of these communities by providing educators with opportunities for

collaborative inquiry, peer mentoring, and reflective practice. By fostering a culture of collaboration and mutual support, education systems can harness the collective expertise of educators to drive positive change and improve student outcomes.

In conclusion, the pedagogical implications derived from the findings have far-reaching implications for policy and practice in education. By prioritizing teacher training and support, embracing culturally responsive practices, and fostering collaborative learning communities, policymakers and educators can create an enabling environment that promotes effective teaching and enhances student learning outcomes. Through strategic decision-making and collaborative efforts, education systems can work towards achieving equitable and inclusive education for all students, thereby laying the foundation for a brighter and more prosperous future.

### **Contribution of the Study**

The study delves into the essence of English teachers' pedagogical knowledge and practices within the domain of MTB-MLE. Through a phenomenological lens, it explores the lived experiences of teachers, shedding light on their pedagogical knowledge and competencies, classroom practices, and preparation processes. By bridging existing research gaps, the study offers novel insights into the meaning derived from these experiences, correlating research objectives with specific questions to systematically address key areas within the field.

Integral to the study's framework is the integration of schema theory, linguistic interdependence theory, and multi-competence theory, enriching the interpretation and discussion of findings. This theoretical fusion not only enhances understanding but also constructs new knowledge, providing a nuanced perspective on English teachers' pedagogical practices within the MTB-MLE context.

Methodologically, the study employs Heidegger's phenomenological research design alongside ATLAS.ti software for data analysis, ensuring depth and rigor in understanding participants' lived experiences. This methodological triangulation facilitates nuanced insights into pedagogical practices, underscoring the researcher's commitment to both traditional and contemporary research methodologies.

The integration of ICT through ATLAS.ti software presents the researcher's adaptability to modern research practices, expediting data analysis and interpretation. Additionally, classroom observations offer valuable insights into teaching pedagogy within the MTB-MLE approach, highlighting the importance of teachers' competencies, confidence, and relationships with students in facilitating effective teaching practices.

Furthermore, the study emphasizes the educational implications of its findings, offering valuable guidance for educators in designing curriculum, selecting teaching approaches and fostering inclusive classroom environments. It presents the necessity of equipping teachers with the requisite knowledge and practices to effectively implement MTB-MLE approaches, emphasizing contextualized teaching, leveraging indigenous languages, and integrating ICT tools to enhance the quality and sustainability of education at the pre-primary level.

The study's contributions extend beyond addressing research gaps to encompass theoretical enrichment, methodological rigor, technological integration, and practical implications for educational practice. By illuminating the intricate dynamics of English teachers' pedagogical practices within the MTB-MLE framework, the study offers valuable insights for advancing pedagogical approaches in multilingual education contexts.

This study highlights how English teachers integrate the MTB-MLE approach, emphasizing the strategic use of mother tongue alongside English to enhance comprehension and learning outcomes. New insights were provided into the competencies required for teachers in an MTB-MLE setting, including curriculum knowledge, content knowledge and effective teaching methods, contributing to professional development and instructional quality. The findings underscore the positive impact of using the mother tongue in teaching English at primary levels, suggesting that MTB-MLE can lead to better student outcomes and classroom management.

This study identifies the significant challenges such as the choice of instructional language, existing classroom practices, learning multiple languages for the teachers and teacher preparation processes, having knowledge about the MTB-MLE approach in teachers for the successful implementation of MTB-MLE in rural Nepali contexts. The study discusses the implications for educational policy, particularly in enhancing teacher training, curriculum design and resource allocation to better support MTB-MLE initiatives. It sheds light on the sociocultural dynamics within the community schools, offering better, deeper understanding of how linguistic and cultural background of students and teachers' influences teaching practices and learning experiences. The MTB-MLE approach offers a practical application of schema theory, linguistic interdependence theory, and multi-competence theory, providing a deeper understanding of how these theories operate in the context of MTB-MLE, thereby contributing to theoretical advancements in multilingual education research.

### **Future Direction for Further Research**

In charting the future course of research, it becomes evident that delving into the lived experiences of English educators within the framework of MTB-MLE reveals a landscape rich with potential inquiries. While my exploration has unearthed crucial insights, it is imperative to acknowledge the limitations inherent in the scope of this study. The findings, gleaned from a purposefully limited participant pool, underscore the need for broader investigations to fully grasp the nuances of pedagogical knowledge and practices within MTB-MLE contexts.

My phenomenological inquiry illuminates the essence of teachers' experiences, yet the narrative remains incomplete, hindered by the constraints of data collection from a small cohort. Thus, the trajectory of future research must pivot towards expansive inquiries, incorporating a diverse array of participants to provide a more comprehensive understanding. Numerous avenues beckon for exploration within this domain. Questions abound regarding the efficacy of integrating MTB-MLE approaches into mainstream educational frameworks, particularly in nations like Nepal, where marginalized and indigenous students stand to benefit significantly. Furthermore, inquiries into how English instructors translate theoretical pedagogical principles into tangible classroom practices offer fertile ground for investigation. Central to sustainable education is the integration of MTB-MLE methodologies within multilingual classroom contexts. Understanding the intricacies of this implementation and assessing its long-term impacts on English language learning are paramount for educational sustainability.

In light of these considerations, future research endeavors must strive to address these pressing questions. By embarking on comprehensive studies with broader participant pools, we can unravel the complexities of pedagogical practices in

MTB-MLE settings, paving the way for informed interventions and policy recommendations.

### **Chapter Summary**

This concluding chapter brings together the findings of the dissertation, emphasizing the vital importance of transferring pedagogical knowledge, recognizing students' backgrounds, managing classrooms effectively, and engaging in continuous professional development to improve English language education through the MTB-MLE approach. It highlights that successful teaching practices rely on teachers' grasp of curriculum content, teaching strategies, and the linguistic backgrounds of their students, which in turn create more engaging and supportive learning environments. Furthermore, the chapter notes that well-organized classrooms enhance student participation and that ongoing professional development is crucial for teachers to hone their skills and respond to the needs of their students. It also addresses challenges such as language barriers and insufficient resources, stressing the importance of teachers being proficient in their students' mother tongues. The implications for policy and practice call for culturally responsive teaching, thorough teacher training, and the establishment of collaborative learning communities to boost educational outcomes. This study offers theoretical insights, methodological rigor, and practical advice for improving teaching practices within MTB-MLE contexts. Lastly, it suggests future research avenues aimed at broader studies to enrich the understanding of pedagogical practices in multilingual environments and to investigate the effective incorporation of MTB-MLE into mainstream education for marginalized and indigenous students.

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## Appendices

### Appendix I: Interview and Interaction Guidelines for English Teachers

This study aimed at delving into the English teachers' lived experiences on the pedagogical knowledge and practices in the context of MTB-MLE implemented schools of Dhading district. Accordingly, the interview and interaction questions to the selected teachers were focused on what they experienced rather than just what they think, argue, or opine, regarding their pedagogical knowledge and practices in the researched context. The broad interview questions that I had kept in mind during the interview with them included:

1. Could you please tell me your first-hand experiences of teaching English with reference to a particular context in which you are doing your job?
2. How do you make meaning of each event related to your experiences?

I asked the participants these questions mostly in Nepali in different ways, reminding them of the context in detail, such as Tamang rural community, geographically remote and mountainous landscape distant from modern urban linguistic scape, implementation of MTB-MLE programme, and so on. I asked them further questions emerged as a reaction to what they said in response. I heard everything they articulated, and asked them further questions drawing on their response so that I was able to elicit their lived experiences in terms of exact experiences they lived through and their feelings in those experiences.

## Appendix II: Sample Interview Transcriptions

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### 1 T1 2nd Int

T1 2nd Int: 57 minutes.23 second (2078-12-2)

R: According to your lived experience, why do not Tamang students get an opportunity to speak and to learn English in their family and society?

T1: In my lived experience, most of the people communicate in Tamang language in the various domains of the society because their mother tongue is Tamang. Tamang language is a contact language of this community. I did not find anyone speaking English in the village. There is no an environment of speaking English language in their family. Most of parents are not educated. Their parents cannot speak even Nepali language. Even their parents have not listened about speaking English. English language is extremely strange language which is never listened for them. I saw, speaking only Tamang language from morning to night in their family. Students learn English a little at school but they forget because of not using English in their daily life. I did not find anywhere a noticeboard, an artifact or English phrase, a sentence written in English. If there was an English noticeboard, artifact on the way or on wall of the school, students could learn to read English words, phrases and sentence and understand the meaning by asking with others. Even we English teachers do not speak English in our daily life besides in English period in the classroom. I speak a little but I also forget the meaning of English words. I do not have a habit of speaking English in my home so, I forget English because of no practice. There is no awareness program related to speaking English in the village.

R: According to your lived experience, which language did you find as the better medium of instruction to teach English for the students in the English class?

T1: I use Tamang language as MOI while teaching English at primary level because my Tamang students cannot understand Nepali and English language. English language is totally new, unfamiliar and a strange language for them. They cannot understand what I teach in English, they get frustrated, they feel difficult, they do not pay attention, they get confused, they do not get motivated and interested in learning. Therefore, I must use Tamang language in English class. When I use Tamang language in English class, they ask me in Tamang language whatever they do not understand in English class, they pay attention in learning, they feel happy, they show their learning interest, they get motivated to learn, they feel confidence to talk in their language in English class, they interact with me, they learn English word easily through their MT, they do not feel fear, they feel freedom to learn English, they feel the homely environmen when their teacher speaks Tamang language in class, they discuss in Tamang about the taught lessons, contents, they remember for a long time about what I taught them. For example, a month ago, I had taught English articles such as a and an in Tamang language. I asked to one student of class two about using a and an after one month. She answered me correctly. Then, I got much motivated to teach English through MT and I came to know learning English through MT is quite effective and sustainable to the primary level students. Impact of MT can be found directly and indirectly in students' learning.

R: I saw that you have implemented MTB-MLE program in your school, why did you implement this program in your school? How are your students learning English through MTB-MLE program?

T1: One day, I met my friend on the way to Dhading. I asked him for what you are coming to Dhading? I am going to Kathmandu for participating in teacher training conducted from Mother Tongue Based Multilingual Education Program. He shared

me details about MTB-MLE program. I was motivated and impressed through his sharing about MTB-MLE. I got an opportunity to participate in teacher training related to Tamang subject, Nepali and English subject up to grade three. I came to know in details about MTB-MLE program during teacher training. Our SMC board implemented this program from 2075 B.C. in KG class in class three up to now. This program has been providing us teaching materials such as Tamang language subject textbooks, theme pictures, TPR card, Pocket chart, A3 letter teaching card, emergent writing materials, pre-reading and pre-writing materials and teacher training in different subjects such as Tamang, Nepali and English. The provided different teaching materials are based on the Tamang language, culture and context. The produced materials are designed and prepared by the coordination, collaboration of different stakeholders such as local government, teachers, SMC board members, parents, resource person, DEO, TU linguists, and TU educationist. This program focuses on- teacher training, class observation, reading assessment, interaction with community people about the impact, challenges of the program, integrated curriculum, teaching methodology. Teacher and student both are benefitted after applying the learned teaching methods, knowledge, experiences, skills, techniques and activities in the classes. Knowledge transformation from teacher to student is highly evaluated. Using Tamang language as MOI in teaching English in different classes such as G1, G2 and G3 has become an effective MOI in my English classes. Students transit their learning skill, learning experience, learning methods, techniques, activities, learning concept, and learning ideas from their MT to other additional languages respectively. This program is considered on bilingual, immersion system, translation and translanguaging, decodable reading, TPR for English vocabulary

teaching. The result of students in academic skills and soft skills has become the better rather than previous result of the students.

R: How did you teach English to the Tamang language spoken students?

T1: When I teach English I use the same teaching methods, skills, techniques and activities that I used while teaching Tamang language subject and as well as the same teaching materials such as TPR cards to teach English vocabulary, A3 cards for letter teaching and pocket chart for calendar teaching. Students feel easy to learn English through the same ways and same materials.

R: Why teacher should have the knowledge of teacher training? And why teacher should participate in teacher training? How does training affect in teacher in the process of teaching profession?

T1: Teacher training plays a crucial role in teacher in the process of teaching. It helps me to share my teaching experiences, knowledges, teaching methods, skills, techniques and activities with other teachers. It helps me to evaluate myself, it leads me on the right track, it helps me to provide new perspectives and vision and mission in the field of teaching. It provides me opportunity to have discussion on the different challenges, materials, teaching processes. It makes me alert, updated, active, motivated and inspired. It helps me to learn new teaching strategies, policies and practices. Therefore, I need teacher training and I must take a part in teacher training to sharpen my skills, concept and ideas related to teaching. Teaching profession becomes imperfect, unsuccessful, immature without training. If I don't have knowledge of teaching, I cannot teach students well and I cannot identify what is good and bad, I cannot be content in this job, I cannot develop my confidence level and I cannot teach other in a proper way with the better contents, methods and skills. To be a successful teacher, I must have teaching knowledge that knowledge comes through teacher

training. The knowledge, skills, experiences and ideas that I have may be lost and forget if I don't transfer in other generation. Therefore, teaching knowledge must be transformed and transited from teacher to student. Then only, knowledge can be alive.

R: According to your lived experiences, why does teacher know about teaching curriculum? And how does it help the teacher in teaching?

T1: According to my lived experiences, I found that curriculum is the heart of teaching field. I saw that learning objectives and outcomes cannot be fulfilled without curriculum because curriculum consists of teaching objectives, teaching contents, teaching methods, skills, using materials, teaching plan and teaching strategy. It is a total plan of teaching activities. It guides me to lead on the right destination of teaching profession. It guides me what to teach? Why to teach and how to teach? And it helps me to evaluate about teaching activities. If I don't have knowledge of curriculum, I cannot teach students effectively.

R: Why does teacher know about the curriculum? Why does English teacher teach according to the curriculum?

T1: English teacher should teach according the plan of curriculum to complete the decided and determined learning goals, learning achievement in students because if teacher could not complete the learning goals in students, teaching learning activities cannot be effective but that can be just time wasting. Not only that, investment done in education can be wasted without having meaning. Pre-planned teaching contents, teaching methods and teaching activities are included in curriculum. What to teach? Why to teach? How much to teach? How to teach? What to use to teach? Quarries are addressed in curriculum. According to my long time lived experiences, English teacher should have knowledge of curriculum and he or she should apply that knowledge in real classroom practically.

R: Why is integrated curriculum important in teacher? How does it affect in students' learning? Can you tell me any example about using integrated curriculum?

T1: Integrated curriculum includes the similar teaching contents in different subjects of the different classes. For example, the same lesson 'Me and My Family' and its teaching contents or kinship terms such as father, mother, sister, brother, grandfather, grandmother, uncle and aunt. The same lesson and teaching contents have repeated in class one to class three in English book and the similar lesson and contents also have included in Nepali subject and social subject. Students' learning outcomes have become the better rather than previous learning outcomes due to repeated learning deeply in the same contents and lesson. If we implement it properly in the classes, it can be easier for both teacher and student in the process of teaching learning activities. Thematic approach has been used in integrated curriculum for the better teaching activities at basic level. The same teaching methods, teaching skills, techniques and activities have used from class one to three to teach the same lessons and contents. Therefore, conducted teaching learning activities have become effective.

R: Why does English teacher need to know about pedagogical knowledge? And how does it affect in teaching? Can you tell me some examples about the effectiveness of pedagogical knowledge?

T1: I found that pedagogical knowledge is very important in teacher before teaching in the classroom. In the beginning days of my teaching profession, I did not have pedagogical knowledge, I taught students but my teaching was not effective that I have realized and evaluated myself now. I was not aware of what to teach, why to teach, how to teach. One day, I was gone to participate in a meeting conducted my neighbor school. I got an opportunity to observe English teaching in class three. It was a quite different English class than my English class in terms of starting the lesson,

teaching method, using language instruction, strategy of teaching and evaluation, classroom activities, classroom management and using teaching materials. English teacher had used daily lesson plan, week plan, teacher guide and yearly teaching plan. By observing the class, I was impressed and motivated to follow the same teaching strategy. I came to know that I must have pedagogical knowledge in me before I teach English from that day. I realized that it is quite different between having pedagogical knowledge and not having pedagogical knowledge in teacher. If I have pedagogical knowledge, I can know that how I start the lesson, how to teach the lesson, how to end the lesson, how to provide good feedback, how to encourage students to learn, how to motivate the students in learning, and how to be confident in demonstration myself. Teaching cannot be effective, attractive, meaningful if I don't have knowledge of teaching pedagogy. Therefore, I must be aware of pedagogical knowledge theoretically before teaching practically.

R: Why do you have knowledge about teaching contents? How does teaching content affect in your teaching?

T1: In my lived experiences, if I don't have teaching content knowledge in me, I cannot teach student in a better way with comprehension. Therefore, I must have content knowledge before I teach the students in terms of what to teach and why to teach. If I don't have content knowledge, I may forget the right destination of teaching, and I may become unsuccessful teacher. If I share content knowledge with others that I have, I can increase my hunger and thirst in exploring new knowledge. English is not my own language. It is not easy to teach students. I have to learn English vocabularies, pronunciation, writing system, spelling, punctuation, grammar. If I don't have content knowledge, I cannot teach students confidently. I must be prepared before I teach my students, otherwise time will be wasted instead of teaching

good contents. Therefore, I must be prepared seriously in terms of using teaching contents, methods, evaluation and using appropriate materials.

R: In your experience, why English teacher should have knowledge about classroom management? How does it affect in teaching activity?

T1: For effective teaching, class management is the most important because classroom management draws student's attention in learning. If I don't have knowledge of classroom management, I cannot teach student well by focusing on their need, interest and motivation. Classroom management consists of good furniture, air condition, seat, teacher movement in the class and classroom environment.

R: Why should teacher have ICT knowledge in teaching? How does ICT play role in teaching activities?

T1: English teacher should have ICT knowledge in this twentieth one century. If teacher has not developed teaching skill by using different types of ICT materials to teach students, students cannot learn by using different means of technology.

According to the need and interest of students, many public and private schools have used ICT to teach students. Students of high level have used the means of technology to learn new things daily by sitting at home without going school, college, universities. There is no facility of ICT in our school due to geographical, economical and lack of technical knowledge in teachers, lack of manpower, resources and practices. If we have ICT knowledge and available of different means such as laptop and computer in our local school, our students can learn English by doing and seeing with the help of audio-video. In our village, no possibility of teaching though different types of technology tools.

R: Why do you need teaching knowledge in the process of teaching profession? What methods do you use while teaching English at primary level? Why do you use these methods in teaching?

T1: Knowledge about teaching in teacher is very important because teacher cannot teach the students without having theoretical knowledge in teacher. Teacher should have knowledge about teaching objectives, teaching concept, the meaning of teaching, teaching contents, teaching methods, and knowledge of evaluation. Then only, teacher can teach students confidently and effectively. For examples; a teacher should know about how to start the lesson, what to teach, why to teach, how to teach by using different methods, why to evaluate and how to evaluate, how to make an effective and attractive class, how to draw student's attention in learning, how to provide feedback and motivation in students, how to make student-based teaching, how to create child friendly environment, how to manage the classroom in a proper way, and which methods can be used for the better teaching. Teacher should be prepared on above important things before teaching the students in the classroom. I have used discussion method, demonstration method, role play, lecture method and practical method.

However, I mostly use discussion method because it is very effective to teach primary level students which is quite appropriate for them to participate in an interaction by using peer work and group work on guided questions and pictures before starting the lesson. Students avoid their frustration, hesitation, fear in learning and they develop their confidence level, speaking skill, build up their habit to engage in socialization, they gain knowledge through socialization, they develop leadership, they learn both academic skills and soft skills, and they feel freedom to express their ideas and thoughts, we can also learn from them, they become active, they think and imagine, their learning becomes productive, constructive and creative, and they develop habit

of prediction through discussion method from the lower level to upper level in learning.

R: In your experience, why child center approach is important to teach student? How does it affect in student's learning?

T1: Since child center approach has become an effective approach, I mostly use this approach to teach my students. My students can learn easily within a short time whatever I teach them. When I use this approach, they pay attention, they get the more opportunities to participate in different activities, they get motivated and interested in learning new things, they become active and alert to learn, and they interact with friends and teacher. In this approach, I use group work, peer work, project work, emergent writing, self-learning, practical activities, role play activities, child friendly learning environment, discussion on guided questions and pictures.

R: Why teacher should have knowledge of contextual education in the process of teaching learning activities? How does contextual education affect in student's learning?

T1: Contextual education is very important at present situation because it the demand of time, place and learner. It is a need for the learners. It is very useful and meaningful for the future of learners. Providing contextual education to learner is the role and responsibilities of the teachers. If a teacher provides education to the learners by paying attention in terms of their interest, ambition, motivation, and need, the meaning of contextual education can occur. Teaching content, teaching method, teaching materials and teaching learning environment should be according the context to gain expected learning outcomes. For an example, now we hear, see and feel everywhere about the provision of technical education through ICT. Nepal government has implemented technical education and education through ICT in

public schools. In some schools of Nepal, non-government agencies have provided computer, laptop, television to teach English and other subject for the primary level and higher- level students. If we provide contextual education to learners, they can learn and survive themselves by applying their technical and technological skill, knowledge in the future market. First of all, teacher should have concept, importance, meaning, and theoretical knowledge of contextual education and then he or she can implicate in the classroom. Another example, Nepal government has implemented the policy and practice of including local language or mother tongue and culture-based teaching contents in the textbook for the basic level students to provide contextual education and we find that practice in some public schools of Nepal. For the ethnic group student, some non-government institutes have implemented MTB-MLE at primary level to provide a contextual education.

R: Why should teacher have knowledge of student? How it helps the teacher to teach the students?

T1: Knowing about student is the most important aspect of teaching learning in teacher. The student is a book and teacher should read its pages. Teacher should study about student's psychology, behavior, interest, mood, attitude and nature before teaching him/her. Therefore, a teacher should teach student by observing and understanding students' mentality, capacity, age and understanding level at first before teaching.

R: Why do you know about teaching evaluation? How does it help to teacher in teaching?

T1: Teacher should have knowledge of evaluation in terms of what is an evaluation? Why is it important? How do conduct an evaluation after teaching? what are the types of evaluation? before conducting an evaluation. Then only, evaluation can be

conducted in good manner to examine student's learning achievement. For example, if I don't have ideas, knowledge, experience of conducting evaluation, I cannot find out the weak points and strong points in students and I cannot bring out the better result of the students and as well as I cannot update my student's result in learning. I use both formative and normative types of an evaluation in the process of teaching learning. However, I focus on formative evaluation to examine student's learning achievement. Formative evaluation helps me to find out my student's academic skill and soft skill. I use this evaluation for the sustainable learning and for the development of reformation in student's learning. A formative evaluation provides the students more opportunities for repeating learning, refreshing, reflection, retreat, reforming, providing motivation and feedback, developing positive attitude in student, providing constructive and effective teaching learning, building confidence level in student to learn, to create learning environment, to make free from negative attitudes. If I don't have knowledge about evaluation theoretically, I cannot examine or assess student's learning achievement in a better way. According to my lived experience, an English teacher should have knowledge of evaluation.

R: According to your lived experience, why teacher should have knowledge freedom, equality and diversity in the process of teaching? How does knowledge freedom, equality and diversity effect in student's learning?

T1: There should not be an action of threat, fear, frustration and force to provide education in students. The students must get education freely and equally without having any domination and exploitation psychologically and physically. There should not any hurtful action against the child friendly environmental education in student. Teacher must understand the situation of student before he teaches in the classroom. And then, student can learn easily without having any hesitation, frustration and

threat. For example, if they want to play outside the classroom, we let them play when they get bored in learning. If we teach them in just cage, they cannot learn well.

Education must be provided in a freedom environment. To be effective teaching, we teachers have to teach according to student's interest, need and mood. All students are not the same, they have different identity, language, culture and background, a teacher must deal with them as they want. Teacher must behave with students equally though there is a huge diversity among them in the classroom. To provide a contextual and an effective education, there must not be boundary, partiality, prejudice, domination, exploitation among the students. We teachers must provide equal education to all students of different casts, languages, cultures, religions and classes of the society.

R: In your lived experience, why does teacher know about teaching learning theories in the field of teaching? Can you tell me about applying these theories in the classroom?

T1: I have studied psychological theory and behaviorism theory and applied these theories. In my experience, psychological theory helps me to understand students' desire, interest, attitude, mentality before teaching them. When I apply this theory, my students learn easily what I teach. My teaching becomes effective when I teach them by understanding their emotion, feeling and mentality. I use behaviorism theory that helps me to understand student's behavior, to understand that how they learn by imitating, doing, experiencing. I teach them according to their behavioral activities and reaction. I motivate them and provide feedback according to their reaction. This theory helps me to treat them as friends, family member and they become my learning source. I learn from them by observing their behavior and then I teach them. I experienced that these two theories are very suitable for their effective learning.

R: Why did you involve in this profession? How does teaching profession bring changes in your life and your society?

Education is the foundation of development. Education helps to produce competent man power in the country. Every developmental work starts from education.

Education is a need for any sector in the future. I feel a proud of being an English teacher because I am the first English teacher in our village. Teaching profession has guided motivated and guided me. My Tamang society is on the way of educational development. I am very happy now because those whom I taught now they are teachers in our schools. Some of my students are nurse, lawyer, doctor, social mobilizer. Our uneducated Tamang society has felt education as a means of development in the present situation. Bad activities in the society such as witch craft, quarrel, prejudice, domination, sorcery, and decreasing rate of child marriage. Now, English education has become the center mediator of making good relationship between me and other people in our Tamang society. It has become the main means of bringing unity, peace, development, and awareness in people.

R: Why should you have knowledge of teaching materials? Have you ever participated in English teaching materials development?

T1: I have participated in the workshop of developing English teaching materials conducted by Nepal government. It was related to low cost and no cost available teaching materials in our local area. It was a wonderful opportunity in my life because I learnt the importance, value, use of low cost and no cost materials never participated in such a workshop. It motivated me to use local materials which are around us and we can get without paying for effective teaching. For an example, mustard plant- we can get it easily in our place before teaching about it in English. Students already know about it and we just have to teach in English by describing at word level, phrase

level, sentence level and at short paragraph level. When I use it, our students can discuss about mustard plan on basis of their observing, experience, participation. They can learn about it in English in an easy way. I understood a little bit deeply about the use of local materials to teach English. I came to know about the objectives of teaching materials, teaching methods, benefits of using local materials in the workshop.

R: According to your lived experience, why does teacher know about teaching strategy?

T1: To know about teaching strategy in me is a very essential aspect to go ahead in the field of teaching English. If I don't have the concept, theoretical knowledge, meaning of strategy, importance of teaching strategy and use of strategy, I cannot teach effectively to students. There should teaching strategy and plan to make a meaningful and a successful teaching. Teacher should know about teaching strategy at first, and then teaching can be sustainable and independent. Strategy consists of MOI, classroom management, teaching methods, using materials, classroom activities and evaluation. In the context of using MOI, I use Tamang language as MOI while teaching English for students' better learning and good result. I use student-oriented activities such as discussion, interaction, role play, group work, peer work and task-based activities, presentation, practice and evaluation. I experienced that my teaching was not successful because of not having knowledge of teaching strategy in me. My teaching was out of a suitable MOI in English class, proper use of classroom management, child friendly teaching approach, environment, suitable teaching activities in the beginning of my teaching journey.

R: What teaching methods did you use while teaching English and why? According to your lived experience, why teacher should have knowledge of teaching methods?

T1: I use discussion method for building confidence level and leadership, to develop social relation with others, interaction and socialization. I use demonstration method to develop a habit of participation for expressing, presenting own ideas, thought, experience. I use role play for developing a habit of engagement, free from fear, threat, frustration, disappointment and hesitation. I like to use discussion method because it helps me to understand my students' socialization, interaction, participation, social relation with friends, motivation in thinking, confidence level, creativity in speaking.

R: In your experience, why does teacher need teacher training? How does it effect in teaching?

T1: Teacher training is the most important aspect in teacher's life. It helps teacher to sharpen his mind, to evaluate himself, to update his knowledge, experiences, teaching skills, methods and techniques to other teachers in teacher. It helps the teacher to transfer his knowledge in students. It helps the teacher to explore new teaching ideas, ways and destination. It guides, motivates, inspires the teacher to be creative, active, explorative and constructive. I have experienced that If we apply what we learn in training, our students can learn the better, our learning will be alive and meaningful. When I participated in teacher training, I was motivated to learn new methods, activities, approaches and teaching skills and encouraged me to be autonomous in learning.

## **2 T2 2nd Int**

T2 2nd Translation into English: 59 M.42 Sec. (2078-11-30)

English Translation

R: Can you tell me the challenges that you faced during 10 years teaching English in your life?

T2: Using medium of instruction in English class was the first challenging while teaching English in the beginning days of my teaching profession because all the students in my class were from Tamang language spoken society. English language is a strange, an unfamiliar language for them and they could not understand Nepali language too. They could not understand a simple English word. I would teach in Tamang even a simple word of English. I would translate all the words in Tamang language. They could not understand in Nepali. There were not available of online teaching materials but now we have online materials, you tube, mobile apps for teaching English. I used some handmade materials for teaching English. I was not familiar with the different teaching methods because I was from pure science not from education faculty. Therefore. It was quite hard to teach English for me.

R: Why do you use translation method while teaching English?

T2: The students come from Tamang language society in my school. Nepali language is their second and English is their third language. If I don't translate every word, phrase and sentence, they cannot understand the meaning. There is no way besides translation method to teach English for Tamang students. For an example, I read a book. Nga chhye jye doba. Ma euta kitab padhchhu. The sound of some words of Nepali and Tamang becomes the same but the meaning is different when we translate some English words. For example, English word horn- Nepali meaning sing but meaning in Tamang is wood when we translate the word horn. The sound on Nepali word sing and Tamang word sing (meaning wood) is the same.

R: What medium of instruction do you use while teaching English? And why?

T2: I use mixed language while teaching English at primary level. But most of the time, I use Tamang language for the better understanding in student. I use Tamang language for a good interaction, motivation, discussion, description, and explanation

and make easier. When I use Tamang language they ask questions with me, they get participated in learning, they discuss with me in Tamang language, they learn easily, they get free from fear, threat and hesitation.

R: In your lived experience, why does English teacher need knowledge of curriculum in teaching?

T2: Curriculum is the most important material in the process of teaching. In which, the most important components are included for the planned and systematic teaching. For example; teaching objectives, teaching contents, teaching methods, teaching materials and evaluation. If we teach English out of the objectives which are included in the intended curriculum, teaching learning outcomes cannot achieve. If we teach English out of the curriculum, we cannot achieve learning outcomes. Therefore, I experienced that the curriculum - based teaching activities are the most important. If I don't have clear knowledge about curriculum, I cannot teach effectively the contents. Now, local language and culture - based contents are focused to be included in the textbooks of basic level school. Contents should be contextual according to needs and interest of the students at basic level. Some contents included in the textbook are not relevant for our students. For example, Holi festival is not our festival. We don't celebrate it. Our students and teachers are not familiar about it. So, this festival is not relevant for our students to be taught. English teacher should have knowledge on what is curriculum? why is it important? How do we use? If English teacher does not have detail knowledge about intended curriculum, he or she cannot teach well and learning outcomes cannot be achieved.

R: In your lived experience, why should English teacher be competent to teaching English?

T2: According to my lived experience, I must be competent in English to guide my students on the right destination. If I am weak in teaching English, how do I make my students strong in learning English? And I must have knowledge about English vocabulary, knowing about English grammar, knowledge about pronunciation, knowledge about writing system, spelling and knowledge of using punctuation. If I taught wrong to my students, they could learn wrong.

R: Why should English teacher have knowledge about teaching material? And how does it effect to teaching English?

T2: Nepal government has recommended to use the local teaching materials which are freely available in the local area. I use some no cost materials which are available around the school. For examples; when I teach English word 'mustard' I use the plant of mustard, when I teach about potato, I use the picture of potato for the better understanding in students. Sometimes, I use low - cost materials to teach dialogue by using puppets which are made up of old clothes these are available in our home.

When I use local low cost and no cost to teach English my students can learn easily.

R: Why does teacher need to know about knowledge of teaching pedagogy? How does it effect in teaching?

T2: Teacher needs the knowledge about pedagogy. Pedagogy means practice of teaching and science of teaching profession. Teacher should know about the concept of pedagogy, theoretical knowledge about pedagogy, importance of pedagogy and meaning of pedagogy with an implication in the classroom. I was not aware of pedagogical knowledge in the very beginning days of my teaching profession. For examples; what is pedagogy? Why is it important? What is the role of pedagogy? What is it for? How to use it practically? When I started to explore about pedagogical knowledge, I came to understand about teaching methods (discussion method,

demonstration method, role play), teaching skills (communication skill, questioning skill, explaining skill, describing skill, reinforcement skill) teaching techniques (singing, dancing, telling story, joke, group work, peer work) curriculum, approaches (teacher centered and student-centered approach) and evaluation (formative and normative evaluation). If I don't have theoretical knowledge and practical knowledge, I cannot be able to teach my students properly. There is no way to teach effectively to my students besides having knowledge about pedagogy.

R: Why does English teacher need to know about teaching knowledge? Can you tell me with the examples?

T2: English is my third language. An English teacher should be laborious, dedicated and an active role player. I have to teach every word by searching the meaning. I have to play a vital role to teach words, phrases, sentences and paragraphs. I have to be as a motivator, facilitator, leader, researcher and monitor. I have to be well prepared by using different sources before I teach the students. Teacher's participation, preparation and confirmation are very important. I must be confident and competent in terms of what to teach, why to teach, how to teach in the classroom.

10. R: In your lived experience, why teacher should know about student before teaching?

T2: Teacher should know about his student because teacher should know students' learning interest, learning capacity, student's behavior, motivation in learning, students' need, student's mentality, student's psychology, participation in the different activities, attitude, progress and performance. Teacher should observe and evaluate student's background knowledge before teaching for the better learning achievement of a student.

R: Why does an English teacher need to know about classroom management in the process of teaching learning activities? Can you tell me some examples?

T2: In my lived experiences, English teacher should have knowledge of classroom management because he/she does not have knowledge about classroom management, expected teaching cannot be effective and meaningful. I found that if classroom is not managed well, student' thinking, feeling and learning environment become different. For an example; I had taught students in a small unmanaged room which room had not window, door and students could see everything outside the classroom from inside the classroom. That is why, they would not pay attention properly in the classroom's activities and their interest and motivation was not in study but their interest was looking outside and noise and disturbance could come from classroom outside environment. Therefore, my teaching was not satisfied and effective as I thought and classroom management is the most important that I experienced in my life.

R: In your experience, why should teacher have knowledge of contextual education? Why should we teach the students according to the context? Please, tell me with the examples.

T2: Our area is so far from the sight of Nepal government to be developed in every sector including education. Here is no better road for transportation, quality education, communication and technology in education in the comparison of other areas in Nepal. Nepal government has not included the local language and culture-based teaching contents in the textbooks. I found that our students never heard English words such as sausage, masala omelette, sandwich in the book of grade three English in the lesson of My Breakfast (page,48). Our students have never experienced and observed these items in their daily breakfast. Teaching contents are unfamiliar that I found in grade three English textbook. For an example; communication technology

and market. In the context that lesson or content, there is no market, no laptop, no computer, no wifi, no ICT in our grade three classroom. Therefore, such contents are unfamiliar and difficult to teach my students about that lesson/contents. Teacher should know about knowledge of contextual education before he/she teaches the students on the contents of communication, technology and ICT, otherwise he/she cannot teach. For better teaching and better learning outcomes, we teach according to the context that is whom to teach, what to teach, at what time to teach and where to teach. Another example, I was recommended to use Tamang and Nepali languages as MOI but now, Nepal government has forced to teach English by using EMI. But our Tamang students are not able to understand EMI in English class because they speak only Tamang in their home and even in school. What I experienced that contextual education program can be effective in our Tamang community school in terms of relevant MOI and teaching contents and approaches.

R: In your lived experience, why should English teacher have knowledge of liberty/democracy, equality and diversity?

T2: Nepal is a multilingual, multicultural and multiethnic country. Therefore, Nepal is not away from the diversity. Every child of every people from every ethnic cast, language, culture should get child education equally and liberally without having domination and exploitation physically and psychologically. No one should be away of from the light of education. English teacher should have the mind set of providing education for all children those who come to school from the different languages, religions and cultures. Liberty and equality should be in child education. For example; In my class, students come from Tamang, Ghale and Biswakarma. I have to treat and teach them equally. So, I teach them without making a prejudice with a respect. I have to understand their background at first. And then I have to teach them. The students

come from Tamang community cannot understand Nepali language properly. At that time, I have to use Tamang language and students from Biswakarma background cannot understand Tamang language. I have to use Nepali language for them. I have to respect their identity in terms of language and culture. When I behave equally for all, no one feel segregated in the classroom. They get motivated and interested in learning.

R: In your lived experience, why teacher should prepare the lesson plan to teach? Why teacher should have knowledge of planned teaching?

T2: Planned teaching is the best teaching system that helps me to teach effectively than I expected. To achieve the educational goals, a systematic planned teaching is necessary in the field of teaching. If I did not prepare teaching plan before I teach the students, I may confuse in relation to what to teach the students. Teaching plan leads to me on what to teach? Why to teach? How to teach? If I did not prepare the lesson plan, I could not teach confidently. To make effective and tasty teaching, I have to prepare lesson plan. It is very challenging to teach English to me because it is not my own language and I have to learn well at first, and then I can be able to teach others. For example, I should have knowledge of English vocabulary, meaning, writing system, spelling, pronunciation, punctuation and grammar. Otherwise, I cannot teach to my student English language in a proper way.

R: In your lived experience, why English teacher should have theoretical and practical knowledge of evaluation?

T2: In my ten years' teaching experience, it is extremely important to evaluate the students' learning outcomes in terms of what they learned and what they did not learn, how was their performance and competence in their study. I cannot find out anything that they learned without evaluating in oral and in written way. Though there are two

types of evaluation systems, I use formative evaluation in order to evaluate their academic skill and soft skill development in a determined time. According to my lived experience, when I conduct a formative evaluation, I can get opportunities to reform in them, to motivate and encourage them, they get an opportunity to empower and to correct themselves, they can get opportunity of relearning, I can provide more suggestions and feedback to bring reformation, constructive in their learning. I conduct normative evaluation for upgrading them in another class but is not important. If I upgrade them without learning anything properly, they cannot learn and they do not want to struggle in learning. That is why, I prefer formative evaluation for their better learning outcomes

R: In your experience, what do your students learn in school? Can you tell me some examples?

T2: My students learn academic skills and soft skills in school. For examples; they learn reading, writing, speaking and listening, language aspects; vocabulary, spelling, pronunciation, punctuation, grammar and daily communication skill in academic skills and they learn about habit formation, they build up confidence level, leadership development, active participation in learning, increasing motivation level in soft skills.

R: In your lived experience, why teacher should have knowledge related to teaching skills? Which teaching skills did you apply while teaching English?

T2: Before teaching students, English teacher should have knowledge of teaching skills and then only teacher feels easy to teach. An English teacher should be aware of teaching concept, teaching theories and different skills. I use communication skill while teaching English to build up student' speaking habit, to make a good communication between me and student, to decrease student's hesitation in speaking

and to avoid fear, frustration, to express chronologically the event with cohesion, to build up speaking skill in student, to get information from them, to interact and discuss between teacher and student.

R: Why does an English teacher know about pedagogical knowledge?

T2: If I don't have knowledge of pedagogy, I cannot understand important components of pedagogy such as knowledge related to curriculum, language instruction, classroom management, knowledge related to learning, knowledge about student, knowledge related to teaching contents, knowledge related to teaching methods, knowledge related to teaching materials and knowledge of evaluation.

Therefore, English teacher should know about pedagogy.

R: In your experience, why English teacher should be competent? How does teacher's competency effect to teaching?

T2: English is not mother tongue. It is very challenging me to understand English word, phrases, sentences, contents and structure. My language and culture are not matched with English language and culture. For example; English words-pizza, burger, sandwich and sausage are not found in my language. Our Tamang cultural foods are different. Our students never hear that pizza, burger, sausage and sandwich in the village. I feel difficult to pronounce English words, to understand grammatical rules and to teach grammar, it is challenging to convince the students about grammar, it is challenging to search the meaning of English words. Therefore, English teacher should be competent in knowledge related to curriculum, language instruction, classroom management, knowledge related to learning, knowledge about student, knowledge related to teaching contents, knowledge related to teaching methods, knowledge related to teaching materials and knowledge of evaluation. Therefore, English teacher should know about pedagogy.

R: Have you ever participated in English teacher training? In your experience, how does it effect in teaching profession?

T2: I have participated four, five times in English teacher training. I need teacher training time to time to sharpen me in teaching, to empower me, to increase my confidence level, to update myself, to share my experience, knowledge, skills, to share my problems about teaching, to build up networking, communication and to build up relationship with other teachers.

R: Have you ever participated in developing English teaching materials in your life? Why did you participate in developing teaching materials of English subject?

T2: I have participated at district level English materials development about low- cost materials and no cost materials development, and I came to understand the meaning and importance of low cost and no cost materials. It was an unforgettable and meaningful moment in my life. I understood about the value, usefulness and effective of no cost teaching materials which are available in the local area. The local, no cost teaching materials are very useful and meaningful to teach students in reality. For example; I if teach students about planting potato, they can understand and learn effectively by observing potato planting activities in the fields and I must not pay for that activity. Teacher should have knowledge of the different teaching materials in terms of theoretical knowledge and practical knowledge which I learned in materials development workshop. I understood about using materials according to capacity, level and situation of the students during materials development workshop. The materials developed with help of consent, suggestion and correlation of many teachers become very effective to use in the classroom.

R: Why did you implement MTB-MLE program in your school? How has it helped your students to learn English? Can you tell me about the impacts of MTB-MLE with the examples?

T2: Most of students come from Tamang society. When they come to school they bring their mother tongue with them in school every day. Nepali language used in school is new for them and it is their second language. They cannot communicate in Nepali and they cannot understand Nepali language in the early grades. Teachers use Nepali and English in the classroom but students neither understand Nepali nor English language. Expected learning outcomes cannot achieve due to language gap between teacher and student. They cannot understand what their teacher teaches. In this situation, if we teach English through their mother tongue, they can understand what their teacher teaches and they feel easy, they get motivated in learning English. When I teach English subject by using English they have to learn English at first and it is not possible to understand English contents. Therefore, without learning to speak well they cannot understand English lesson. But if I taught English in their home language, they can understand whatever I teach them because it is no necessary to learn home language in school because they have already in them their home language. They can learn easily other subject's matters also in their home language. They get motivated, interested to learn read and write through their language. To make easier in students' learning and to provide quality education to our small kids at basic level, we implemented this MTB-MLE program from KG to grade three. We use Tamang language as MOI in teaching Tamang subject, gradually we use Nepali also after our students learned Nepali language. I use Tamang language as MOI to teach English from G1 to G3. I teach English using the similar teaching skills, teaching approach, methods, techniques and activities that I used to teach Tamang

subject across the classes. When I teach in this way they can learn easily and they transfer their learning concept, learning ways, sharing ideas, knowledge and experience through mother tongue to other additional languages in the process of teaching. They can interact and ask questions with me when they do not understand what I taught. Due to all behind reasons, I implemented Mother Tongue Based Multilingual Education program in our school for the students' quality and lifelong education.

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### **6 T6 1st Int**

T6 First Interview Translation: 55 minutes.14 second

English Translation

R: How long have you been teaching English? What MOI do you use while teaching English? Why?

T6: I have been teaching English for ten years, I use Tamang language in primary level because the students come in school from Tamang community, they cannot understand even Nepali language. English language is a new language which is very unfamiliar and strange for them. Student's parents never speak English at home, they don't have habit of speaking English, no one speaks English in their neighbor and community. When I use English while teaching English, they get confused, they do not pay attention, they do not get motivated and get interested in learning. For their easiness, I use Tamang as MOI while teaching English.

R: How do students react when you use Tamang language while teaching English?

T6: When they get to learn English words, phrases, sentences, pronunciation, stories, poems, interaction in their language they feel very happy in English class. They ask with me in Tamang language whatever they don't know and understand. When I use MT as a MOI in English language teaching they hey become very happy and feel easy

to learn read and write in English and they become active in classroom participation. My students pay attention to hear the same word and pronunciation of English word and Tamang word. For example; English word cry is similar in Tamang word cry, the meaning is the same. The pronunciation of asking question in English and in Tamang is similar in some cases. For example; Can you go? In English but the same question can be in Tamang. The meaning of this question in Tamang is put food in a dish. They get interested to hear the same sound though it is different in meaning.

R: Did you see that ICT as an effective means to learn and to teach English?

T6: In my experience, learning English was possible only in school in the past times. Now students learn English through the means television, mobile, laptop, computer by watching, seeing and hearing. There is no environment of speaking English in their home, no exposure of practicing English because their parents do not speak English. So, they forget what they learn through technological gadgets. And, it could be fruitful and contextual if I used ICT to teach English in the classroom. There is no possibility to use ICT in English classes because there is computer in my classroom and in school, teachers are not aware of using computer theoretically and practically.

R: How does linguistic landscape help to learn English in students?

T6: We cannot see any notice board, statement or artifact in our village because everyone speaks Tamang language due to the majority of Tamang speakers. Our students can learn to read English words, phrases, sentences and know the meaning, information, education by reading English notice board, statements or artifacts. They can copy and ask the meaning of English notice boards with teachers and elder brothers.

R: Can you tell me the challenges with the examples that you faced during ten years teaching English experience?

T6: It was so challenging for me to teach English in school. My students cannot understand when I speak in English because they come from Tamang language spoken community. I have to translate every single word and sentence into Tamang language. There was no other way besides using translation method in English class. Some words that find in English cannot find in Tamang language and culture. For example; burger, pizza, sandwich. Another challenging, I was not from education background. I was from management background. So, I did not have theoretical and practical knowledge about teaching methods, techniques, skills, using materials and evaluation system, and it was challenging to me on what to teach, why to teach and how to teach in the classroom. I had never participated in teacher training, and had never practiced to teach before involving in teaching job.

R: Why does teacher need to know about integrated curriculum in your lived experience? How does it effect in teaching learning?

T6: In my lived experience, teaching contents designed according to integrated curriculum are easy and comprehensive to teach students because the same lessons and contents are repeated in different subjects across the classes (grade one to grade three). For example; 'Me and My Family' in the textbook of English is mentioned in grade one to grade three in English subject, in social subject, Nepali subject respectively. It has become easy for students to learn deeply on the same lesson and content.

R: Why teacher should have knowledge of curriculum in your experience? How does curriculum effect in teaching?

T6: To make an effective teaching, English teacher should study about the curriculum, and the teacher can teach English properly. If teacher teaches according to the plan of curriculum, learning outcomes in students become the better than we think and teacher can comprise teaching objectives, teaching contents, teaching methods, skills, techniques, materials and evaluation.

R: According to your experience, why teacher should know about teaching contents before teaching? How does it effect in teaching?

T6: In my live experience, English language teacher need to know about what to teach and why to teach? It is the most important thing to understand. If teacher does not have knowledge of teaching content, he or she cannot teach well as expected. If teacher is not qualified and trained well, he or she cannot guide the students on the right track. For example; Head teacher suggested me to teach English subject in grade three and I entered in the classroom. I was not aware of what to teach? why to teach? and how to teach? because I had never practiced in teaching and I was from hotel management faculty, not from education faculty. It was difficult to me to teach English vocabulary, teaching pronunciation, teaching grammar, using different types of punctuation mark. I realized that if I did not have knowledge of teaching contents before teach, I could not guide the students on the right track of teaching. I realized that having content knowledge in teacher is having a sharp weapon in teaching. And, if teacher does not have content knowledge, teaching learning purpose cannot be fulfilled.

R: Why teacher should have knowledge related to teaching according to your lived experience? How does it effect in teaching?

T6: In my lived experience, knowing and understanding about teaching knowledge is the most important matter that I faced in my life. Teacher must know about teaching

concept, importance and value of teaching, teaching principles, teaching theories and teaching practice. Teacher must understand what to teach, why to teach and how to teach in the present situation theoretically and practically. If teacher does not have theoretical and practical knowledge related to teaching, he or she can be unworthy, unsuccessful, immature, and walking through the dark way. Now, this is an era of technology. Teacher should be aware of knowing about technology in teaching. For example; how to use computer, mobile, laptop in teaching. Teacher should have theoretical knowledge and practical knowledge of using ICT to teach English in the classroom for effective teaching.

R: Why teacher should have knowledge of different teaching methods? What methods do you use while teaching English? Why do you use these methods in teaching?

T6: Involving in teaching profession can be meaningless if teacher does not have knowledge of different teaching methods. Teacher should have theoretical and practical knowledge of different teaching methods which make teaching easy and effective in students. Different teaching methods such as discussion method, demonstration method, role play method and lecture method. In the very beginning days of my teaching journey, it was too difficult to teach students because I did not have knowledge of different teaching methods. I did not know which method is better to use for teaching in the classroom. When I joined in Bachelor of education in English, I started to study about different teaching methods theoretically and I used these teaching methods in the classroom. I use inductive method for effective teaching with the examples to give constructive concept for the better comprehension. I use role play method to get participated in learning especially in conversation and story reading. Discussion method is used to interact on a topic, in a picture activity, in a story reading. Discussion method helps the students to build up their thinking power,

to build up expression habit, to develop leadership, and to develop confidence level in students.

R: Why do you use discussion method and role play method while teaching English?

T6: When I conduct discussion, I use pictures related to the lesson and topics in group and pair. When I use discussion method to talk about the pictures of the lesson and topic, students get motivation and interest to learn by interacting with the friends.

They build up confidence level in speaking, they build up leadership, they build up relationship, socialization, making habit of cooperation, collaboration and participation. They construct knowledge by interaction and socialization. When I conduct group work and pair work they make relationship and share their knowledge, ideas and learning experience each other in the classroom. Discussion method helps to develop academic skills and soft skills. Discussion method helps the students to avoid habit of hesitation, frustration, fear and to build up participation habit in students.

R: Why teacher should have knowledge of student-centered approach? How does student centered approach effect teaching?

T6: When I apply student centered approach in the classroom students feel homely environment and they can get more opportunities to engage in the different activities. When teacher provies more opportunities in the classroom for th students they can be creative and they learn autonomously. When tecaher interacts with the students they can build up good relationship with teachers. Student centered approach focuses on students' creative and active learning, participatory learning, task -based learning and learning by doing.

R: Why teacher should know about classroom management? How does classroom management effect in teaching?

T6: To know about classroom management in teacher is very important in the process of teaching learning activities because air condition, well managed furniture, peaceful environment, light in classroom, sitting seat, rules of classroom, demonstration of teacher and teacher's movement in classroom make the teaching effective and attractive. Teacher should know about the classroom management theoretically first, then he or she can manage the classroom practically to make effective teaching. If teacher cannot manage the classroom, students get motivated and interested in learning, they feel lazy and passive, they don't pay attention. Therefore, teacher should know about classroom management before teaching.

R: Why teacher should have child psychological knowledge before teaching? How does child psychological effect in child learning? Can you tell me with the examples?

T6: Student should be well prepared mentally in learning. Teacher should know about the psychological situation of student in learning. Teacher should observe psychological situation of students before teaching them. If they are not interested to learn read and write teacher should do different activities. For example; singing song, telling story, dancing, telling joke. If they are hopeless in learning, teacher should make alert them in learning, teacher gets them to motivate and encourage them in learning. If they are passive in learning, teacher should create different types of activities. For example; teacher lets students make pictures and describe in oral and in writing. Teacher should know about students' interest, need, attitudes, learning capacity, comprehensive capacity, expression capacity before teaching and then teaching can be effective and meaningful.

R: Why teacher needs to know about the educational context? How does it effect in teaching? Can you tell me some examples of educational context?

T6: I read and try to understand that teaching contents are suitable or not suitable according to time, place, learner and then, I start to teach. I go through the contents that included in the textbook are contextual or not contextual before teaching. I teach according to the context by connecting new ideas, examples and contents with the present context for students' better understanding. I consider on what to teach, why to teach and how to teach according to the context. I have to know the situation of student, place and time before teaching. If I teach according to the context, my students can understand what I teach. For example; If I teach about the festival at the time of festival celebration, my students understand easily, they understand better than I expect about the festival. In the context of using ICT in English class, If I teach English by using ICT, I have to know about use of ICT theoretically and then I can teach English with the help of ICT in the classroom. I can teach English by using computer, laptop, mobile if I have knowledge about computer, laptop. I should have theoretical knowledge about ICT usage in teaching before I use ICT to teach English. Knowledge should be transformed and transited from teacher to student in the present context of educational world. Therefore, teacher should have knowledge of educational context theoretically and practically.

R: Why should teacher have knowledge of learning? Can you tell me with examples about knowledge of learning?

T6: Teacher has to know about what is knowledge of learning? Why is it needed? How to learn? And we have to bring to students as we learned. We have to transfer our learning strategy, methods, skills, techniques in students.

R: Why do you attend in teacher training? How does teacher training help the teacher in teaching?

T6: When I attend in teacher training, I get more knowledge, skills, methods related to teaching, I update myself in teaching, I can get an opportunity of sharing experiences, skills, challenges, reflection, making networking, sharpen me in teaching, I get reflection, refreshment, evaluation, feedback, suggestion, teaching tips while attending the training. Teacher training helps the teacher to guide the students on the right track with effective teaching.

R: Have you ever participated in material development workshop of English subject? Why teacher should have knowledge of teaching materials?

T6: I have participated once in a workshop of English material development of primary level. I got an opportunity to have a discussion on exploring the solution of English teaching problems and teaching challenges in different issues. For examples; teaching methods, contextual contents, MOI in English class, teacher recruitment. And, I was encouraged and motivated through that workshop because I got knowledge about low cost and no cost teaching materials.

R: Why knowledge of democracy, equality and diversity are important in teacher?

T6: If we taught equally to all students in the classroom, there would not be prejudice among students. If I teach my students equally, they feel that they have their own identity, they feel that their teacher behaves and take cares equally. When we teach them without making boundary, they learn in a freedom mood without having inequality. If we give chance them, they can learn autonomously by exploring in new things and they can build up habit of self-learning in their daily study. If I teach all the students without making prejudice, domination, exploitation psychologically, they build up academic skills and soft skills without feeling isolated and dominated.

R: Why should teacher have knowledge of teaching profession?

T6: First of all, teacher should understand the concept, importance, theoretical knowledge, scope of teaching profession. Then, teacher can complete his or her role and responsibilities and duty in reality.

R: Why did you select English teaching job in your life?

T6: I got an opportunity to teach my friends while I was studying in grade ten under the guidance of a Korean instructor. He recommended me to teach English all my friends those who were studying in grade ten. This opportunity was for a source of motivation, encouragement towards in teaching. Similarly, I got an opportunity to teach my own head teacher who had taught me in my childhood. This opportunity made me thirsty and hunger in teaching job. After some months, head teacher recommended me to teach English at primary level school where he taught me in my childhood. In this way, I joined in teaching profession.

R: Which techniques do you use while teaching? And why?

T6: I use translation, interaction and translanguaging while teaching English.

Translation helps me to make English class comprehensible for my students those who come from Tamang community. An interaction builds up communication skill development in students and they construct knowledge from socialization and making network with friends. I use translanguaging for students' better understanding while teaching English.

R: Why teacher should have teaching skills? Why?

T6: Teacher should have knowledge of different teaching skills because if teacher does not have knowledge of teaching skills, teaching cannot be easy, effective and successful and teaching learning outcomes cannot be achieved. I use communication skill while teaching English to make the English class easier, better and fruitful in

student's learning. Communication skill helps the students to interact with the teachers and other friends for learning with comprehension.

R: Why should teacher know about teaching learning theories? What theories do you apply while teaching English?

T6: I apply learning theories by observing the situation of student in the classroom. For example; psychology theory and second language acquisition theory. This psychology theory helps me to understand student's mood, attitudes, interest, mental preparation in learning. I teach according to their psychology which makes effective teaching. Second language acquisition helps me to understand student' language acquisition and language learning. Language acquisition helps to the teacher to understand student's first language or home language. This theory helps the teacher to understand student's prior knowledge and acquired knowledge in the process of learning.

R: Why should teacher have contextual knowledge? How does it effect in teaching?

T6: If I don't have contextual knowledge in me, I cannot teach students in a easy way or effectively. When I teach according to the present context my students already understand before I teach them. For example; If I teach about potato planting at the time of potato planting, my students can understand and learn better because of relevant context. When I connect new things according to the context for their better understanding. When I teach them according to the context, they can imagine, predict and think about the contents and context.

R: Why should teacher have knowledge of evaluation? How does knowledge of evaluation effect in teaching according to your live d experience?

T6: Teacher should have theoretical knowledge of evaluation for practical evaluation. Without having theoretical knowledge, teacher cannot conduct student's evaluation in

practical life. In my lived experience, evaluation helps teacher to know student's academic skill achievement and soft skill achievement in student. The present practice of evaluation in school can be done from two ways: normative and formative evaluation on the basis of oral (performance) and written (competence). Evaluation should be conducted on the basis of student's internal knowledge, skill, capacity rather than upgrading the class. Similarly, formative evaluation system has accepted and recommended to examine student's learning achievement rather than normative evaluation system. Formative evaluation happens on the basis of student's daily activities, behavior and changes. It helps the students to bring reform in their learning and they can get chance to improve in their learning daily.

R: Why should teacher be competent in teaching? How does teacher's competent effect in teaching?

T6: If teacher is not competent to teach, he or she cannot teach students properly. English teacher should be competent in teaching vocabulary, teaching pronunciation, teaching grammar, teaching spelling and using punctuation in the sentences. I faced very difficult situation to teach English in the very beginning days of my teaching journey because I did not have knowledge of English vocabulary, pronunciation knowledge, I cannot get chance to speak English besides in English period. I can get speak English a little in English but there is no possibility to speak English in my village. I speak Tamang language only to communicate with people. Therefore, I don't get much exposure, lack of practice to speak English, no habit of speaking English. Because of not practicing English in my daily life, I have forgotten some English words and grammar. I have realized that teacher should have knowledge of curriculum, using materials, content knowledge, teaching methods knowledge, contextual education knowledge, knowledge of teaching strategies, knowledge related

to ICT in present situation. I have faced uncountable challenges to teach English because of not having teaching knowledge. Teacher should know about contextual education in the present context. Teacher should think up about to whom teach, where to teach and what to teach according the time before teaching. Teacher should know to transfer knowledge from teacher to students. If teacher does not teach what he or she knows, that knowledge may be lost from his/her mind. When teacher is weak in teaching in terms of what to teach? why to teach? how to teach? whom to teach? Teacher should be competent to teaching the contents. For example; I used to teach English without preparing by thinking why to be prepared to teach small kids but it was not easy as I thought. One day, I went to class without preparing the lesson, without reading the textbook, my students would ask me questions and I could not answer well and I got ashamed. Then, I knew to be prepared first before teaching in the classroom for effective class and to be confident in teaching. When I teach English difficult words, I use google, dictionary for effective teaching.

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## **7 T1 1st Int**

T1 1st Int

39 Minutes 18 second (2078-6-20)

T1 First Interview Translation

R: How did you become an English teacher?

T1: I like English. English is an international language. There is no English teacher in my family. One of my villagers came to my home and encouraged me to be an English teacher in our village's school and then I got job in school.

R: What medium of instruction do you use while teaching English in the classrooms?

Why?

T1: 99.99% students come from Tamang language background in my English class. I speak Tamang language as a medium of instruction at the time of teaching English daily. My students of grade four cannot understand English properly because they have the less practice in school, no more opportunity to talk in English in their family, they have very less English vocabulary. I use translation method when I teach English words. For examples: when I teach 'This' in English, they cannot understand the meaning of 'This' word. I translate This into 'Yo' in Nepali and if they cannot understand Nepali word 'Yo', I say into Tamang word "Chu". I teach English words, phrases and sentences by translating and then only they can understand. Therefore, I use Tamang language in most of the time while teaching English.

R: Why do you use student's home language while teaching English?

T1: I use students' home language to bring improvements in their learning, to build up their confidence level in learning, to interact about the lesson in their language and to make good understanding in their daily learning.

R: Do they feel easier when you use their home language while teaching English?

T1: They feel easy to understand what I teach by using their language. They become active to participate in any classroom activities such as reading and writing, telling stories, singing songs, interacting with me and with other friends, discussing on the pictures with me in their language, doing project work and class work. When I teach them English in their language, they answer the questions confidently without having fear in them and they freely express their opinions with me and with their friends in English class.

R: Do they get motivated, interested and active to learn English when you use their home language? How?

T1: They extremely get motivated and interested to learning English when I use their home language (Tamang language) in the classroom because they feel that they are in home even in the classroom too when I speak their language. They never get frustrated, get bored and get feared to interact with me in their language and they express their hidden ideas confidently. When I use their home language, they become active and attractive with me in learning. They never feel lazy, they attend the class regularly.

R: Do they feel happy or sad when you use Tamang language in English class?

T1: They feel happy to express their learning ideas with me and with their friends. I have never seen them in sad mood after I spoke in their language.

R: Have you ever heard MTB-MLE program?

T1: I have implemented MTB-MLE program in our school since 2019. Our school implemented this MTB-MLE program in ECD class first in 2019, we have implemented MTB-MLE program in class two in this year. We use Tamang language subject materials such as big book, theme pictures, letter reading and writing, listening stories in ECD class. We use Tamang language as a subject in class one and class two. When we implemented this MTB-MLE program, our small Tamang kids came to school regularly as a result our dropout rate is decreased in ECD class. They became interested to learn read and write their language. We use Nepali script but language is Tamang. We made local and cultural content- based reading materials according to our students' interests and need in Tamang language. When we implemented our Tamang language and culture- based materials in ECD class, in class one and in class two our students became happy, they felt easy to learn, they get motivated themselves and tried to motivate other friends too in the village, they expressed their ideas, thoughts, learning ways to other friends confidently. When their

teachers used Tamang language as a medium of instruction they became attractive and active to attend the class. We used different learning activities such as singing songs in Tamang language, participating in group work, peer work, conducting discussions on known topic in Tamang language, doing role play, emergent writing based on pictures and topics, and using TPR for new language vocabulary building. We used three (Tamang, Nepali and English) languages in learning English, two languages used in learning Nepali language. We usually use the same learning activities, teaching materials and teaching methods across Tamang (L1), Nepali (L2) and English (L3). As a result, our students transferred their first learning ideas and concepts in other second and third language learning. Now, the learning outcomes of our students are satisfied until these days in Tamang language, Nepali language and English language, after implemented MTB-MLE.

R: How to you teach English word ‘potato’ in the classroom?

T1: I use picture of potato to teach English word ‘potato’. I ask students what called potato is in Tamang. They say ‘teme’. I ask what called ‘teme’ is in Nepali. They say ‘alu’. I ask them in Tamang language what called ‘teme’ is in English language, then I say them ‘teme’ is potato in English. In Tamang ‘teme’, in Nepali ‘alu’ and in English potato. In this way, I teach potato English by translating and then only they can understand the meaning of ‘teme’ in English word potato.

R: Have you gone through primary level curriculum in general and specific in English? Why?

T1: Yes sir, I have read the curriculum of class one to five in general and I have read English subject curriculum. Having knowledge about curriculum of any teaching subjects is the most important thing in teacher’s life in the journey of teaching because teacher should read and know then teacher should apply practically in the

classroom what he/she has already read theoretically. Curriculum is the heart of teaching methodology in teaching field. It is the whole plan of teaching learning activities with objectives, contents, instructional techniques (teaching methods), evaluation and homework. If I taught my students according to the plan of curriculum, our students will achieve the learning outcomes as I expected. In Nepal, integrated curriculum is introduced, applied in school at basic level from grade one to grade three. Integrated curriculum has included thematic approach especially in English from grade one to grade three. Integrated curriculum has included various activities by organizing and managing of different subject in a single theme.

R: Do you teach English as intended by the curriculum? Why?

T1: Yes sir, I teach English at primary level as intended by the curriculum because English language is an international language, it has a large scope in every sector; such as business, tourism, hotel, education, culture study, nursing, doctor, pilot, engineering and law. English language is a contact language across the world. I have to teach English to meet the expected learning outcomes by using different learner-based approach, methods and techniques. If I do not follow the principles, rules, system and methods of curriculum, I cannot teach English to students in an effective and attractive way. To be meaningful and long-lasting learning in English I have to teach according to the plan of curriculum.

R: Do you think that curriculum is important in teaching learning activities? Why?

T1: Yes. Curriculum is an essential component of teaching profession which is an inseparable thing in teaching learning activities. Curriculum comprises teaching plan, teaching map and teaching guideline, teaching materials and teaching methods. Curriculum is very important to teach students because curriculum helps the teachers to fulfill the learning objectives, to use teaching materials and to apply different

teaching methods as determined by the curriculum. To make effective teaching, meaningful teaching, easy teaching and contextual teaching curriculum is necessary, and teacher should have theoretical curriculum knowledge at first and then teacher should apply gained knowledge in real practical teaching profession.

R: Can you tell me the components of curriculum?

T1: The components to be in curriculum are learning objectives, contents, teaching methods, teaching materials, evaluation and homework.

R: What teaching skills do you use in teaching English? Why?

T1: To make contextual teaching and effective teaching I use communication skill, imaginative thinking skill, teamwork skill, leadership skill, organizational skill, time manage skill, reading drill skill, repetitive skill and interaction skill.

R: What approaches do you use while teaching English? Why?

T1: I use learner-based teaching approach. Learner-based approach comprises different teaching activities such as class work, group work, peer work, project- work, task based learning and emergent writing to make effective English class.

R: What methods do you use while teaching English? Why?

T1: I use discuss method, practical method, project -based teaching method and role play method while teaching English. I use discussion method to have an interaction/conversation between me and my student, an interaction on guided questions about the subject matter between student and student to develop their confidence, to develop a habit of leadership in them and to share their ideas, experiences and knowledge in them. They construct knowledge through socialization and make relationship among them in group. I use practical method to teach students, they learn by doing with the various activities (e.g. learning through game, learning through singing, learning through telling stories, learning through drama, learning

through dictation in word level and sentence level). As a result, they can learn effectively and learning by doing becomes long lasting. I use project- based teaching for their active engagement, for their study and application in real field. Project based -teaching helps students to be an autonomous in learning, developing habit of self-study. Role play method helps students to learn the lesson by participating in a conversation, dialogue turn by turn and this method helps them to build up strong confidence.

R: What techniques do you use while teaching English?

T1: I use warming techniques, self-learning technique, brainstorming, playing game, telling stories, singing songs, doing caricature and social media (news reading).

R: Do you use group work, peer work and discussion in teaching English?

T1: I use group work, peer work and discussion while teaching English. I use group work for students' participation at work. For group work, I select a task. I divide students into groups according to class size. I let them to select a leader and leader is allowed to report their discussion's conclusion. When I conduct group work activity students can get opportunity to involve in group to work and they can develop their speaking habit, they can express their ideas, experiences in group. They gain knowledge in group through interaction. I use peer work in teaching because it provides social support to others (friends) by sharing common ideas and experiences, they build up a good relationship which enhances hope each other. Discussion is used for participants' ideas creation, building up interactions in groups, confidence development in learning, leadership development, thinking and speaking skill development and collaboration development in group.

R: Why pedagogy is important?

T1: Pedagogy comprises teaching methods and practices in an academic subject having theoretical knowledge and concept. Teacher should have knowledge about pedagogy before entering into the classes. Pedagogy guides the teachers on the right track to teach effectively.

R: Do you think these learning theories are important in teaching English? Why?

T1: Behaviorism theory, psychological theory and socialization theory are very necessary theories that teacher had to understand and apply in real classroom.

Behaviorism theory digs out the concept of learning through external and internal experiences of students with the help of their sensory organs. Students observe the real world experimentally and construct knowledge through their lived-experiences in the process of learning. Behaviorism is based on practical habit formation of having stimuli. Teacher observes the daily activities of students on the basis of their behavior and then teacher teaches students as their daily behavior, need and interest. Students' prior knowledge and acquired knowledge is constructed through their experiences.

This theory suggests us to teach students according the situation. Psychological theory is based on human behaviors, emotions, thoughts and cognition. Teacher should have knowledge about psychological theory and apply it in his/her teaching classroom according to the students' behaviors, emotions, thoughts, attitudes, interest, need and cognition. If we taught students according their behaviors, emotions, thoughts, attitudes, interest, need and cognition they can learn with comprehension.

Socialization theory says that knowledge is constructed through social interaction.

When teacher teaches according to this theory, students can improve their learning by socializing with teacher and their friends in the classroom and out of the classroom.

R: Do you think that knowledge about language is important in teacher education?

Why?

T1: Knowledge about language is very important because without having knowledge about any languages teacher cannot teach students properly. Knowledge about language comprises teaching vocabulary, teaching pronunciation, teaching spelling, teaching punctuation and teaching grammar. These are the key aspects to be taught students in the classrooms. Teaching vocabulary is very important aspect of language, without having knowledge of words language learner cannot speak and make sentence. Teaching pronunciation helps students to utter a single letter (consonant sounds and vowel sounds) and a single word correctly. Punctuation is for using the mark in a suitable place, situation of a sentence. Grammar is just like a backbone of language. Grammar helps the students to write in a correct structure or form. Grammar teaches the whole system and structure of any language. English teacher should have knowledge about teaching vocabulary, teaching pronunciation, teaching spelling, teaching punctuation and teaching grammar.

R: Do you think that knowledge about language acquisition is important in teacher education? Why?

T1: Language acquisition happens automatically in child's mind. This is learnt unconsciously without teaching in a formal setting. Learning happens through two ways; one is language learning and another language acquisition. For an example, our Tamang students learn their Tamang language in the family without teaching and they speak unknowingly. Our Tamang students learn English language in a formal setting classroom with rules and structure of English language by teacher and they learn English consciously. English teacher should have knowledge about language acquisition and language learning. English teacher can learn something unconsciously in the process of teaching from students.

R: Do you think that knowledge about profession is important in teacher education?  
Why?

T1: Having knowledge about profession in English teacher is very important because without having theoretical understanding in teacher he/she cannot teach practically in a proper direction. He/she cannot guide his/her students on the right track. English teacher should have theoretical knowledge, experiences and practical knowledge about his/her profession. Therefore, for professional development English teacher should update and share his/her knowledge, experience, reflection about his/her teaching profession.

R: Do you use computer while teaching English? Why?

T1: Yes sir, I use my laptop, mobile to teach some English song, English alphabet and English sound in the classroom. When I use ICT students engage actively to learn. ICT attracts students' attention in learning. They learn by hearing and by watching in reality. Learning through ICT is happening effective in my English class and learning can be sustainable and long-lasting in students.

R: Do you think that computer is an effective means to teach English? How

T1: Yes. Computer is the most effective means to teach English in the present context. ICT is the big demand of present situation in every school to teach students all subjects through the activities of video and audio-video. When I use a computer to teach English vocabulary and pronunciation in the classroom, my students can hear in a correct way and then they follow in the same way. Such learning becomes so effective.

R: Do you think that learner-focused teaching is an effective approach to teach English? Why?

T1: Yes. Of course! when I teach English by using learner-focused teaching approach, my students get interested and motivated to learn about English subject. When I provide them project-based work, task-based work, group work and peer work they participate actively. If I only teach them, they feel boring and passive not creative. I daily use learner-focused teaching approach to learn in a better way and for a good comprehensive learning in students.

R: What activities do you use to teach English in the classroom?

T1: I use TPR (Total Physical Response) and picture cards to teach English vocabulary, theme picture to discuss on picture, telling stories, singing songs, mimic and drama, using audio-video for English word pronunciation, word and sentence dictation, syllabus box for word making, word breaking for pronunciation, decodable reading, reading drill, questions- answers and so on.

R: How do you communicate to build up relationship with community members?

T1: Sometimes I call the guardians meeting in school to discuss about their children' studies at home, I visit children' home to suggest them in studies, I visit to education stakeholders of the village and I visit school management committee.

R: What teaching methods do you use while teaching English?

T1: I get prepared to teach student before entering in the classroom. I use discussion method to get interactions for social relationship and knowledge construction in students. Role play method for developing confidence level in students.

Demonstration method for delivering the contents of the lesson.

R: What techniques do you apply while teaching stories and poems?

T1: I use warming up, difficult words selection and telling meaning of these difficult words in the stories, reading and explaining about stories, question answer for

students' comprehension checking, summarise the stories, telling messages of the stories, letting students to retell stories.

When I teach poems, I select difficult words found in the poems and telling the meaning of these words, demonstration, students' follow up, reading poems together, explaining about poem, telling summary of poem, message of poem.

R: What strategies do you apply in your English class?

T1: I use Nepali and Tamang language as medium of instruction while teaching English, learner-based teaching activities, avoiding physical punishment, making relationship with students, to follow English curriculum while teaching, focusing on productive language skill, time management and slow speaking.

R: How do you treat the students when they make noise in your English class?

T1: I speak politely to have their attention, telling moral stories, telling jokes and telling the disadvantages of noise.

R: Do you think that relationship is important between you and your student in the class? Why?

T1: Relationship between me and student is two sides of a coin because if there is no good relationship between student and me they do not follow my teaching, suggestions, feedback, they do not obey me, they do not listen me and English class cannot be effective.

R: Do you like teaching profession? Why?

T1: There were not educated people in our village while I was studying in Intermediate level. Many children were out of the light of education in my village. They would waste the time by playing, most of the children would go to cowshed. Their parents were not sending their students in school. They would get married at early age (14, 15 years) in the village. Most of the young people were out of the wall

of opportunities. By seeing this situation, I decided to be a teacher to provide education in the village.

R: Have you ever attended in English teacher training? Why?

T1: Teacher training provides the teachers an opportunity to re-evaluate and to rethink deeply by themselves on the already used teaching approaches, methods, techniques and activities, to share their teaching experiences, to get reflection on teaching experiences, gained knowledge and application, to generate new ideas, new methods with other teachers about teaching in the future.

R: Do you think that teacher training is important for you? Why?

T1: English teacher training is so important for me because training helps me to sharpen my teaching experiences, to collect new experiences from other English teachers in training, to get more interaction and discussions about future teaching strategies and methods with other teachers.

R: Have you ever participated in developing materials or writing workshop?

T1: Yes, I have participated three four times in Tamang language materials development. I have written poems, stories and dialogue lesson in Tamang language for grade one, two and grade three students. I was selected as a Tamang language book writer to write about the realities of Tamang community, challenges, inclusion of local culture - based contents in books and life style of Tamang people in Dhading.

## **8 T2 1st Int**

T2 1st Int

19 Minutes 40. Second (2078- 5-12)

T2 First Interview Translation

R: What medium of instruction do you use while teaching English in the classrooms?

Why?

T2: I mainly use English in my classroom and sometimes I use home language also because English is the third language of this community so in only English peoples get more difficult that times I have to use home language.

R: Do you use students' home language while teaching English, to what extent do they understand?

T2: When I use English language in English class, my students donot understand. So, I use home language for better understanding.

R: Do students understand your language of instruction when you teach English?

T1: Almost they understand and some words they will get more difficult. For me also some words very difficult that times I have to explain in native language and in second language.

R: Why do you use student's home language while teaching English?

T2: Because English is the third language in this community. They have to set up the learning process in their minds at the first time in their native language and then they have to convert into English language so that's why I have to use native language.

R: Do you know about the concept of MTB-MLE?

T2: Yes, of course. MTB-MLE means mother tongue based multilingual education. It is very effective for the children' classes. So, we usually use this method in the junior classrooms.

R: What teaching learning theories do you apply while teaching English?

T2: While teaching English, I use to behaviorism theory almost because it applies about behave how to they act so with their acting, actions I have to go with.

R: How did you become an English teacher?

T2: Yes, that is a one motivational because in my place is a rural area so almost English teachers are very rare in this side. So, if I be an English teacher, I go to my village that I can teach English for my kids.

R: Have you gone through primary level curriculum in general and specific in English?

T2: Yes, ah! Sometimes I have to specific but mainly I go with general purpose.

R: Do you teach English as intended by the curriculum?

T2: Yes, without curriculum purpose cannot be grasped in the classroom so that is why we have to go with curriculum.

R: Why do you think that curriculum is important in teaching learning activities?

T2: Without having curriculum, we cannot give the students what the main theme of the teaching, what the main theme of the lessons that is why we have to go through the curriculum.

R: Can you tell me the components of curriculum?

T2: There are four components of curriculum- purpose, content, learning activities and evaluation.

R: What instructional techniques are used in the classroom?

T2: For the junior classes there are many instructional procedures I generally use drilling, pronunciations, repetitions and role play, conversations.

R: Can you tell me some teaching skills that you are using in teaching English?

T2: Yes, why not. Ah! while I go to classroom, I generally use drilling, repetitions, pronunciation and description which is based on students' learning base.

R: Why do you think these teaching skills are important to teach English?

T2: It is very important because without skills we cannot give the lessons meaningfully to the students. So, that is why we have to go through teaching learning skills.

R: Do you know teaching learning theories?

T2: Yes, I know. we have to go through these theories because theories are based on systematically so for the students actually junior students, they have to behave, we have to learn their behavior. Through their behavior we have to create the lessons in the classroom.

R: Do you think that knowledge about language is important in teacher education?

Why?

T2: Yes, knowledge is the most important to teach English language because without knowledge we cannot include to the students what we have to teach them and language is the most important because without language we cannot make a meaningful lesson or classroom in the teaching. Teaching grammar, teaching pronunciation.

R: Do you think that knowledge about language acquisition is important in teacher education? Why?

T2: Yes, language acquisition is very important because we have to understand first in their own language and then we have to convert in their second language and third language so that is why language acquisition is the most important in the classroom.

R: Do you think that knowledge of profession is important in teacher-education?

Why?

T2: Yes, knowledge of profession is very important because without profession we cannot teach the purposes, procedures and teaching learning activities and many things without knowledge of profession.

R: Do you use computer while teaching English? Why?

T2: Yes, ah! because this era is the modern and in this era we have to use information technology so computer is the most important technology in the classroom because we can show many teaching materials in the classrooms through the computer so they will understand more effectively.

R: Do you think that computer is an effective means to teach English? How

T2: Yes, of course because computer is one of the means of teaching materials, it is an audio-visual material, we have to go through the computer to show many teaching activities, teaching materials that we can show with computer and that time students will understand more effectively.

R: Do you think that learner-focused teaching is an effective approach to teach English? Why?

T2: Yes, learner-focused means student- based teaching method so, it is very important because ah! in this situation learner- based education is the most important because this is very effective and students get more benefits and more confidence from their own knowledge and own experience.

R: What activities do you use to teach English in the classrooms?

T2: I use generally more and more activities because generally I use description and discussion and conversation and which is based on their own experiences. It is up to their classroom.

R: How do you communicate to build up relationship with community members?

T2: I build up the relationship with the community by conducting some meetings, discussions, programs in the schools and then we can discuss, we can make decisions, some plans that can make our good relationship. I have gone two, three times

teachers' conference to improve my experience, to collect my experiences and to learn some things about the teaching.

R: What teaching methods do you use while teaching English?

T2: I use discussion method, student-based method that is description, role play method which are based on student's learning.

R: What techniques do you apply while teaching stories and poems?

T2: First drilling and then discussing and then repetition and their own experience.

R: How do you treat the students when they make noise in your English class?

T2: At that moment I can get attention ah! through with some kinds of activities like a story telling, like a joke, a kind of questions, we can through this and then at that time get attention they don't make noise.

R: Do you think that relationship is an important between you and your student in the class?

T2: Yes, it is the most important because without a relationship the class cannot be more effective, the class cannot be more interested so relationship should be very good.

R: Do you like teaching profession? Why?

T2: Yes, because it is the social work - based ah! profession and it is another thing is you can get more knowledge, we can collect more knowledge from students so and that time we can build knowledge also, we can update knowledge also so that is why, I like teaching profession.

R: Have you ever attended in English teacher training?

T2: Yes, two, three times Ah! SQC that means (Student Quality Circle) and other two, three trainings I mean TPD (Teacher Professional Development) like this, because we

have to update our experience and knowledge, we have to improve our professional skills so that is why we have to go through the teacher training.

R: Do you think that teacher training is important for you? Why?

T2: Teacher training is more necessary in the teacher's life because we have to be confident, we have to more and more update in the life and we have to make sure why we have to teach, why we have to be teacher so and this era is the most difficult era we have to update everything so that is why teacher training is more necessary in the life.

R: Have you ever participated in developing materials or writing workshop?

T2: Yes, I have participated three, four times in mother tongue- based organization, I have been, I have written lots of stories, poems so that made me more confident and more creative so that is why it is very important.

## **12 T7 1st Int**

T7 1st Int

42 minutes 11second (2078-5-19 B.S.)

T7 first Interview Translation

R: What medium of instruction do you use while teaching English in the classrooms? Why?

T7: I use English language as a medium of instruction when I teach English subject to students. When I use English language at the time of teaching English, most of the students cannot understand English language and the lesson I taught. Then, I interpret and translate English into Nepali language. If they do not understand even in Nepali and then I translate into their mother tongue at that time. In this way, I teach English in the classes of primary level.

R: Do they feel easier when you use their home language while teaching English?  
How?

T7: Yes sir, At the time of teaching English subject, students cannot be able to understand the lesson, so I explain the lesson in their mother tongue for understanding. When I use their mother tongue at the time of teaching English subject, they extremely feel easier, become happy, they give smiling, they get motivated, they become active, the class becomes interactive and they get interested in learning. The English classes become very effective and meaningful by using their mother tongue (Tamang language).

R: Do they get motivated, interested and active to learn English when you use their home language? How?

T7: I use students' home language to teach English and my students become active to learn new things, they get motivated, they feel easy to communicate with me in their home language in the English classes, they confidently ask me in their home language when they do not understand the taught lessons of English.

R: Do they feel happy or sad when you use Tamang language in English class?

T7: Students become very happy when I use their Tamang language in English class because they understand my teaching and they interact with me well. If I only use English language as a medium of instruction, my students cannot understand English language and as well as they get confused. After I translated English into Tamang language, they do not get confused. For an instance, 'don't make a noise' when I say this in English, some of them cannot get my point and they whisper each other and start to say what our sir is saying. And at that time, if I told them in Tamang/Nepali, they understand and listen to me in English class.

R: Have you ever heard about MTB-MLE?

T7: Yes sir, providing quality education, long lasting and sustainable education to early grade kids through their first language, second language and third language in the classrooms is a concept of MTB-MLE in my opinion. Students' first language (Tamang language) helps them to understand English better. Their first language helps them to make a strong foundation in English. Through MTB-MLE my English classes become effective because their learning concept is the same but language different. If student transit the same learning concept or learning way into other additional languages gradually, they understand better in other languages too. This kind of learning process happens in MTB-MLE program in our Tamang community.

R: What teaching learning theories have you heard or learnt?

T7: I have to know about different learning theories and apply these theories according to the classroom situation. For an instance, behaviorism theory.

Behaviorism theory is particularly related to students' learning through their daily experiences of classroom environment and out of classroom environment by hearing, by seeing and by imitating. They learn new things with the help of sense organs. And, there are other theories too which I have to know in the process of teaching and learning activities. These theories can be used in accordance with the environment of classroom.

R: Have you gone through primary level curriculum in general and specific in English? Why?

T7: Yes sir, I have read primary level curriculum because I have to go through curriculum of each subject. But I found some teaching contents are not suitable according our Tamang students' learning situation because Nepal government curriculum is for whole Nepalese students. So, some of the contents mentioned into curriculum are not associated according our Tamang language and cultural contents.

Somewhere, I have heard about integrated curriculum for primary level students but I have not read it. Anyway, I should have general knowledge about curriculum. I have to teach according to the plan of curricular so I have gone through curriculum at the time of teaching. Without curriculum I may be confused about teaching to primary level students so I have to clear at first about the general concept of curriculum.

Curriculum focuses on teaching learning objectives, contents, instructional techniques and evaluation. Therefore, I have to focus on objectives, contents, teaching learning activities, teaching methods, techniques, medium of instruction, teaching approach and evaluation while teaching English. Otherwise, I cannot achieve the teaching goals and my teaching cannot be meaningful, effective without following the curriculum.

R: Do you teach English as intended by the curriculum?

T7: I teach English as curriculum guided. When I teach English at primary level based on the curriculum, I can be able to focus expected learning outcomes or goals, contents, teaching methods, teaching techniques, teaching materials and evaluation of students in the classrooms. If I teach English according the already designed plan, I can see the expected outcomes of my students and they can also achieve their learning goals of the academic year. Therefore, teaching English as intended curriculum is the most important thing for me and students.

R: Why do you think that curriculum is important in teaching learning activities?

T7: Curriculum is the most important thing in the process of teaching learning activities. Without curriculum teaching learning activities cannot be meaningful and effective and as well as expected outcomes of students cannot be gained. Therefore, curriculum is very useful to see all round developments of students in the process of learning.

R: Can you tell me the components of curriculum?

T7: The components of curriculum are learning objectives, teaching contents, teaching learning activities, teaching methodology (lesson plan), teaching materials, evaluation, classroom management, classwork and homework.

R: Can you tell me some teaching skills that you are using in teaching English?

T7: I use communication skill, project work, autonomous learning, creative learning, feedback, motivation, group work, pair work, discussion and repetition skills at the time of teaching.

R: What techniques do you use while teaching English?

T7: When I teach English, I use singing song and dancing, story- telling, jokes, riddles, caricature, group work, pair work, project work, classwork, topic discussion and using technology in the classrooms.

R: Do you use group work, pair work and discussion in the classroom?

T7: Yes sir, I use peer work, group work, discussion and classwork at the time of teaching in the class because these techniques are very useful for learners and when I use these techniques my students do not feel boring, they give interest in learning and they get motivated and become active in learning.

R: Why do you think these teaching skills are important to teach English?

T7: Teaching skills are very important because teaching skills help me to make my English class effective and to make an interactive teaching. Teaching materials such as textbooks, teacher guides and lesson plans are also not sufficient for teaching. To use these materials, teaching skills are needed and without using teaching skills these teaching materials cannot be used in a proper way. Therefore, I use teaching skills according to the nature of teaching materials and classroom environment.

R: Do you know teaching learning theories?

T7: Yes sir, such as behaviorism theory, language acquisition theory.

R: Do you think these learning theories are important and do you apply these learning theories in your classroom practice? Why?

T7: Yes sir, teaching theories are inseparable things which we teachers have to learn and we should have knowledge about different theories because these theories are based on the practical activities. Theories are suppositions, systematic ideas, thoughts and concepts based on general principles independently. I apply different theories according to situation of classroom environment and attitudes, natures and behavior of students in the class. For an instance, I apply social interaction theory in the classroom because it focuses on learning through social interaction of students in the classroom. Students' learning and knowledge is constructed by social interaction.

R: Do you think that knowledge about language is important in teacher education? Why?

T7: Teacher should have knowledge of language in the process of teaching because if teacher does not have knowledge of language teacher cannot teach students effectively and contextually. For an instance, I am from Tamang community so I should have knowledge of Tamang language in speaking, reading and writing. And I teach English that is why I should have knowledge of English grammar, knowledge of pronunciation, knowledge of spelling and knowledge of punctuation. If I do not have knowledge about English language, I cannot teach English to students properly, meaningfully and effectively in the classrooms.

R: Do think that grammar teaching, spelling teaching, pronunciation teaching and punctuation teaching are important in teaching English?

T7: Yes sir, teaching grammar is very important because grammar is the heart of language. Without grammar any sentence cannot be imagined in a printed form. Grammar refers to teaching of the system and structure of a language in a correct

form. Teaching pronunciation is also very important in language teaching because without having proper knowledge of pronunciation in teacher, he/she cannot pronounce the sound of English letter and word correctly and teacher cannot teach to students about pronunciation. Therefore, English language teacher should have knowledge of teaching pronunciation. English teacher should be sure to write the correct spelling of a word. If teacher does not have knowledge about vocabulary, he/she cannot write the meaning of word and spelling in a proper way. If teacher writes spelling error, the meaning a word can be different or another. English teacher should have knowledge about punctuation mark using according to the situation. Such as full stop, comma, question mark, exclamatory and inverted comma. Therefore, English teacher should have knowledge about language in teaching grammar, spelling and vocabulary, pronunciation and punctuation mark.

R: Do you think that knowledge about language acquisition is important in teacher education? Why?

T7: Yes sir, teacher should have knowledge about language acquisition which very important to teacher and students. Knowledge can be gained from two way. One is language learning another language acquisition. Language learning happens within a formal setting, teaching language structure, system, rules and learns knowingly but language acquisition happens unknowingly or automatically without teaching rules or structure in students' mind. For instances, I learned our Tamang language without teaching in my childhood. I leaned it unknowingly or automatically in my family. But I learned English and Nepali language in formal setting by understanding the structures of both languages in my school.

R: Do you think that knowledge of profession is important component of teacher-education? Why?

T7: Yes sir, teacher should have knowledge of teaching profession because in which area or profession we are engaged, we have to know the scope, value and importance of our profession. For an example, I am a teacher, I have to know about the scope, value and importance of my teaching profession. And I have to update myself in my profession with experiences, reflection, refreshment and evaluation. This teaching profession is not only for teaching other but learning myself and building up teacher professional development.

R: Do you think that computer is an effective means to teach English? How

T7: Yes sir, computer is very effective means to teach students at present era. This 21th century is the period of technology. Students may not understand whatever we teach by writing on the board, using books, communicating each other, describing and explaining about the lesson. That is why sometimes we have to use computer or another electronic gadget as the means of teaching. When we use computer to teach very difficult lesson then students can understand that lesson by the help of audio, video and by audio-video. In this way, we can teach song, stories and drama with the help of computer.

R: Do you think that learner-focused teaching is an effective approach to teach English? Why?

T7: In my experience, learner-focused teaching approach is very important in the process of teaching especially for primary level students because only teacher- based teaching approach may not be workable, effective, attractive, comprehensive and meaningful. And we cannot see their learning if only teacher taught without engaging them in the different classroom activities such as group work, pair work, project work, role play etc. We cannot measure their learning after we teachers taught the lesson. That is why learner-focused teaching approach is being used to evaluate and examine

their expected outcomes in the lessons. We should give them opportunities to work in group for social interaction, sometimes we teacher should give them opportunities to do themselves alone for autonomous learning and creative, constructive learning. In the present context, learner-focused teaching approach is so suitable, we can find in private and public schools are following this approach.

R: What activities do you use to teach English in the classroom?

T7: When I teach English, I use different activities according to students' interest and needs. I use sound imitation activity for teaching English word 'goat'. If I directly taught 'goat' 'goat' they may not understand me. When I imitate the sound of 'goat' they can understand the meaning of 'goat' word. Then I give them opportunity to interact each other in group about goat in Tamang language if they cannot speak in Nepali and English because they may have lack of English vocabulary about goat. After they discussed in group in Tamang language, I write their main ideas on the board about goat in Nepali then I translate in English. So, I use translation activity. Then others activities such as reading drill for correct spelling and good pronunciation, I give feedback after they read the lesson and I motivate them to read and write correctly. I use reinforcement activity also for their better learning.

R: How do you communicate to build up relationship with community members?

T7: I do communicate to my friend teachers when I want their help being polite, I share and discuss with them if I have a problem related to teaching in the classroom. Sometimes I talk to guardians about their children study and motivate them to send their children school regularly. Sometimes, I call the parents' meeting about their children learning and about their expected outcomes. Sometimes I attend their ritual, cultural village programs such as wedding ceremony, birthday party and Chhewar. In this way, I build up my relationship with the community people.

R: What teaching methods do you use while teaching English? Why?

T7: I use discussion method, lecture method, role play method, appropriate medium of instruction in the process of teaching English. I use discussion method by dividing students in different groups on the same topic discussion. For example, discussing on the topic of Importance of English Language. I tell them to make your group and select one team leader to tell what you discussed. I let them inform to tell main ideas about the topic. When their each group leader tells their main ideas /conclusion in Tamang/ Nepali language about the topic then I write on the board. After I wrote their main ideas in Nepali or Tamang I translate into English. Sometimes I use lecture method in Nepali/Tamang. Sometimes I use role play to read a conversation in the books. Role play is very effective to teach any conversation/dialogue in the classrooms turn by turn. If they cannot read or speak in a conversation, I help to students to improve their speaking and reading skills.

R: What techniques do you apply while teaching stories and poems?

T7: When I teach a poem, I introduce about poem title, I write some difficult words on the board and asks students the meanings of these difficult words. Then, I tell and write the meanings of these difficult words. I interpret the poem in their Tamang language, and Nepali language, I sing the poem in a song form, I let them to hear me and follow up me. And then, I let them to do themselves. At last, I tell the message of that poem and summary of that poem. Sometimes I use jokes, riddles, singing song, project work, emergent writing, pair discussion to teach a poem. When I teach stories, I use picture discussion, drama (role paly of characters), imagination (develop thinking critically) telling chronologically the events of the story, telling the summary of story. I use known language, simple words to explain about the stories. I ask open

questions to students at the time of reading story. I ask them to imagine the message of story. I let them to retell the story in their own language.

R: What strategies do you apply in your English class? Why?

T7: Yes sir, I provide feedback for better performance after students' experiences and actions, motivation for changing behavior and developing competence in learning and increasing interests in students and assessment is for evaluating/ measuring in their learning.

R: What types of language policy do you apply in English classroom?

T7: Language policy in my English class is to speak in English but my Tamang students cannot understand in English medium because they speak Tamang in their home daily and no practice of English in their home. That is why I have to use Tamang sometimes Nepali to teach English. If I used English, they feel complicated, not only that they feel segregated and feel uninterested in learning, they feel dominated so I speak Tamang and Nepali in English class. If I use their mother tongue, they feel easy, they get motivated, do not get frustrated and passive. I feel freedom to interact with students and express their hidden ideas.

R: How do you treat the students when they make noise in your English class?

T7: When students make a noise in my class, I request them not to make a noise. I say them if anyone makes noise it disturbs other friends those who are interested in learning. I encourage them to pay attention at study. And those who make noise I motivate them to come first bench. If I did it, they feel shy and do not try to make noise again and again.

R: Do you think that relationship is important between you and your student in the class?

T7: It is very important thing to make a good relationship between teacher and student. They are just two sides of a coin. If there is no student in the classroom, teacher's presence may become meaningless. That is why, there should be a mutual relationship between teacher and students. Teacher is not perfect man teacher also should learn new things from student. Both of teacher and student share their experience, knowledge and skills from each other. If teacher cannot understand the nature, level, capacity and behavior of student, teacher never fulfills their needs and interest and make effective class.

R: Do you like teaching profession? Why?

T7: I adapted this teaching profession because a teacher is a builder of doctor, nurse, lawyer, pilot, engineer and professor. At first, teacher guides them to be reached in that profession and position. I want to make the future of children of my Tamang community by teaching them positive things and good lessons. Most of the adult people in my village are not educated. So, I want to motivate them to invest their money in education for their children. If people are educated then village will be developed well.

R: Have you ever attended in English teacher training?

T7: I have attended once in teacher training of Western Tamang Multilingual Education program and not in other teacher training.

R: Do you think that teacher training is important for you? Why?

T7: It is very important in our teacher life to update our progress, to collect experiences and sharing of other teachers, to build up a mutual relationship with other teachers, sharing methods, techniques, skills and strategies of teaching with other friends, for refreshment and reflection in our professional development.

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#### 4 T4 2<sup>nd</sup> Int

4 T4 2<sup>nd</sup> Int.

33 Minute 52 second (16<sup>th</sup> March, 2022)

R: Which MOI do you use while teaching English and why? Can you tell me with some examples about using MOI?

T4: I use Tamang language as MOI while teaching English because the students who study in grade one, two and three do not hear English words in their home, they do not speak English, they only speak Tamang in their home. For example; When I taught students about the kinship terms such as father, mother, sister, brother from the lesson of Me and My Family of grade one textbook, my students could not understand the meaning of these terms. Then, I translated these terms in Tamang language, after that they understood the meaning. When I try to use English language as MOI in English class my students do not get interested and motivated to hear, they get confused by looking face to face with friends, they whisper each other and they make noise because of not understanding my instruction in English. When I use Tamang in English class, they ask me questions in Tamang and they interact with me about the taught lessons. It is obliged to speak Tamang language in English class for better understanding in students.

R: Can you tell me the challenges that you faced while teaching English in your life?

T4: The most challenging part of my teaching journey is English vocabulary because in every lesson I find many new words and it is difficult to understand the meaning of each new word. I only use Tamang language at home; I don't have opportunity to hear English word. Without learning English vocabulary, I cannot teach student well. To understand the meaning of English words, I have to read the lesson more and more,

and another challenging is to pronounce English word because I am not English speaker. I feel unpleasant to teach English by unknowingly the meaning of the words. Teaching grammar also challenging job for me because I don't have much knowledge about teaching grammar. Teaching spelling and teaching the contents are challenging for me. Some contents in the textbook are not familiar with me and my students. Learning English and teaching English is very difficult to me.

R: How do your students learn English?

T4: Some of my students learn English by the means of television, mobile in home but some of them cannot learn English un home because they don't have mobile and television in their home due to economic situation. Most of the students learn English in English class.

R: What teaching methods do you use while teaching English? Why?

T4: I use discussion method, demonstration method, lecture method but most of times I use discussion method. For example, when I teach the lesson, I do discuss on the pictures of the lesson then I start to teach by asking open questions and interact with them about the lesson. When I use this method, all the students get opportunity to participate, opportunity to talk, to build up confidence at speaking, to get interested in learning, to develop leadership, to be socialized, to be empowered in learning, to learn for long lasting and sustainable learning, to build up expression habit in them.

R: How did child centered approach effect in student's learning according to your lived experience? Can you tell me with the examples?

T4: In my experience, student centered approach effected in student's different aspects. For example; mental aspect, emotional aspect, social aspect and psychological aspect, and teaching contents, using methods, teaching activities should

be suitable for them. We should be considered in student's learning capacity, interest and need while teaching English.

R: In your experience, why teacher should know about knowledge of students in teaching? How does it effect in teaching?

T4: In my experience, teacher should have knowledge of student. Teacher should study about the situation of students before teaching. For example; teacher should know about student's language background, psychology, age, capacity, behavior, learning attitudes, student's interest and need in learning, motivation in learning, confidence and active participation. Otherwise, teaching learning activity cannot be effective and student's learning outcomes cannot be achieved.

R: Why teacher should know about teaching according to your experience? Please, tell me with examples.

T4: In my lived experience, teacher must know about the key components related to teaching activities. For examples; What to teach? Why to teach? How to teach? How to evaluate? What methods to use? What skills to use for teaching? What MOI to use while teaching? Then only, teaching learning activities become effective and attractive. In the beginning days of my teaching journey, I did not have knowledge about teaching contents, methods, skills, techniques and different activities. I was not capable to teach students confidently. So, I gradually studied about the teaching methods, skills, approaches and techniques with my friends, through teacher training, through communication, discussion and suggestion. What I experienced is that the teacher needs to know about the concept and meaning of teaching, values and importance of teaching theories of teaching and practical knowledge of teaching.

R: In your experience, why teacher should have knowledge of teaching transformation?

T4: Teacher should have knowledge related to teaching transformation and teacher should transform his/her knowledge in students and in other teachers. For example; teaching learning experience, teaching learning knowledge, teaching and learning skills, teaching learning methods. If a teacher does not transform his knowledge, experiences, ideas, skills and methods can be lost and forgotten. One day, I participated in English teacher training and I learned new teaching methods, skills, techniques in the training. After training, I did not utilize knowledge that I gained in training, I did not share my knowledge to others teachers and even to students. But after some months, knowledge, skills, methods and techniques that I learned in training forgot. I realized that if we don't transform our knowledge to others, our knowledge can be died and worthless. Therefore, now-a-days I utilize my knowledge in the classroom and I share my knowledge to others. When I share my knowledge to others, I get an opportunity to renew old my knowledge, to reflect myself in teaching, and sharing knowledge to others help me to study and to explore new knowledge, ideas, experiences related to teaching learning activities. Knowledge transformation helps me to keep my knowledge alive.

R: Why do you need to know about the knowledge of technology in teaching? How does it play role in education?

T4. There is a television in a house where I stay. A small kid watches television, she hears song and sees dancing on television. She learns song, dance through a television daily. She demonstrates her dancing learned through television and sings songs.

Learning by doing is the most effective. Sometimes, I use mobile to teach songs to my students in the classroom, I teach English letter sound, letter teaching through mobile. My students get interested to learn through mobile. What I experienced is that using technology to teach English is better than we teach verbally.

R: Why teacher should have knowledge of evaluation? How does it effect in teaching?

T4: After we taught teaching activities to students, we have to examine their learning outcomes. Evaluation helps us to bring new changes, and new reform in student, to keep student's record, to update them, to provide an opportunity to reform in their learning and find out student's weak part and to make strong in learning. I use oral and written evaluation to assess student' learning outcomes. I evaluate students from simple to difficult way. I make a plan before I evaluating students' learning outcomes effectively. For effective evaluation, I must know about what is evaluation? why is evaluation? How to evaluate? After having theoretical knowledge about evaluation in me then I can conduct evaluation effectively.

R: Why should teacher need to know about knowledge of classroom management? In your experience, how does classroom management effect in teaching?

T4: In my lived experience, if I don't have theoretical knowledge related to classroom management, I cannot know how to manage the classroom and if classroom is not well managed, students' attention may go out the classroom while teaching. A managed classroom consists of attractive and effective teaching, pleasant class, student centered and child friendly environment. Therefore, I must have knowledge of what is classroom management? Why is it important? How to make a well managed classroom?

R: Why do you know about curriculum? How does curriculum effect in teaching?

T4: Curriculum is an important plan of teaching learning process. First of all, I must understand clearly about what is a curriculum? Why do I need curriculum? How do I use curriculum? How does it affect in teaching? and I need to know about the components of curriculum: teaching objectives, teaching contents, teaching methods

and skills, teaching activities and evaluation. Then only, I can teach the students according to the curriculum practically. Textbooks are designed and prepared according to curriculum. If I taught according the plan of curriculum, my students could achieve learning outcomes better that I found in their result as I expected. I was not aware of curriculum in the beginning years of my teaching job because I had not read about curriculum and no one taught me about curriculum. When I joined in my B. Ed course, I started to learn about curriculum as subject and I got knowledge more about curriculum in a teacher training. I found that there is a big gap in teaching having knowledge of curriculum and without having knowledge of curriculum in teacher. If I taught according to the plan of curriculum, I could cover teaching objectives, contents, methods, activities and evaluation in teaching and learning outcomes of my students could be the better in their result. Curriculum guides me What to teach? Why to teach? How to teach? And How to assess students' learning outcomes?

R: Why do you need to prepare lesson plan that you faced? How does it effect in teaching and learning?

T4: Lesson plan is very important in the process of teaching learning activities. Teacher must be well prepared with the lesson plan before teaching. After preparing lesson plan, teacher knows what to teach, why to teach, how to teach, how to assess, what materials to use and how to use materials. I have to do hard work to teach English because it is not my language. I have to learn properly and then I teach students. If I don't have lesson plan, I may feel confused, I cannot answer to students' questions in the classroom, I cannot achieve teaching goals and I cannot see students' learning outcomes better I expect. Therefore, If we teach students by following

English intended curriculum, my teaching can be effective, constructive, creative and purposeful.

R: Why do you need English teacher training? How does it help to you in teaching?

T4: Teacher training helps me to be energetic, active, creative, constructive, reflective and to be updated myself in learning. There is difference between trained teaching and untrained teaching in the classroom. For examples; If I get training, I become more creative, effective, purposeful, constructive, reflective, explorative, more skillful and more informative. I can learn new teaching methods, collect more knowledge for teaching, can be confident, to make good network, get conformity, motivated and inspired to learn, motivated to share my knowledge and experiences with others. Training sharpens my teaching strategies, methods, skills, performance, teaching theories and makes me explorative in searching new ideas, beliefs and concept related to teaching. I participated once in training in my life. I learned these important things related to teaching through that training such as classroom management, child friendly learning environment, using TPR to teach English vocabulary, knowing and using teacher guides, knowing more about integrated curriculum, using week plan, yearly plan, making networks and communication with others English teacher. Teacher training focuses on what to teach, why to teach and how to teach purposefully.

R: Why should teacher know about educational context?

T4: It is related to a group of students who learn through different learning experiences, skills, contextual knowledge, context of teaching (e.g. classroom, level, subject, curriculum). Education should be according to time, place and learner's situation. If we provide education to students in their language and culture -based contents, that education becomes contextual education. For example; if I taught Tamang students according to their age, capacity, language, culture based- content,

they can learn easily and achieve the learning outcomes the better. If I taught a Tamang song (Mhendo maya) in Tamang language, they can learn quick about the contents and if I taught English song to my students, they cannot learn quickly as they learned Tamang song. They take more times to learn English song. If we teach students according to their need, interest at present times, that teaching can be effective and purposeful learning.

R: Why do you need to know about knowledge of liberty, equality and diversity?  
How does these things effect in teaching?

T4: All the students must get education equally and freely. Students come from the different cast, language, culture, background and society. I have to know about their situation, need, interest and provide equal education in freedom though there is a diversity in the same classroom. Then only, there will not be prejudice in getting education and they feel child friendly learning environment in the classroom, and all students can get education freely. Education For All slogan can be meaningful.

R: Why do you need to know about teaching materials? How teaching materials effect in teaching?

T4: I have to know well about teaching materials in my experience. For example:  
What is teaching material? Why is it needed? How to use these teaching materials?  
What are the benefits and effectiveness of using materials in teaching? I have to accept teaching materials as guide, helper. Teaching materials or pictures speak about the teaching content rather than spoken by teacher. Teaching materials speak a lot to make connection between students and teaching content. Teaching materials make easier in student's learning. Teaching materials make the class effective and bring to in reality. Therefore. Teacher must have theoretical knowledge, practical knowledge, using skills about teaching materials. I was not much aware of using materials while

teaching but one teacher training motivated me to use teaching materials a lot which are available in our locality.

R: What thing motivated you to be an English teacher?

T4: Education is the main factor of developing and transforming the society. There is a crucial role of education to bring changes and transformation in the society. Our Tamang society is lagged behind from the light of education still and our Tamang people must be educated. So, I was motivated to make educated our Tamang children by observing the educational situation in our village and I felt that if I taught our small kids on time, their future will be bright. By faith and hope, I started to join in this profession to make educated our Tamang small kids from their earlier ages.

R: Why teacher should have knowledge of content knowledge in your lived experience? Can you tell me with examples?

T4: In my experience, I cannot teach to students if I don't have knowledge about teaching contents. For example; I directly taught without preparation about Lunch Box Surprise which is in the thirteen lesson of grade two English book but I could not understand the lesson and I could not teach to students. They asked me question about the meaning of skunk, sandwich and carrot stick words but I could not give answers because I had no ideas. So, I was badly ashamed at that time. I realized that it was happened due to my negligence. And I felt that If I don't have clear knowledge about teaching contents, I cannot be a successful, worthy and matured, qualified teacher. Therefore, I have to be sure on what to teach? Why to teach? I have to serious on knowing about teaching contents. And, to teach English is challenging to me in teaching vocabulary, grammar, pronunciation and having knowledge of contents.

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**5 T5 2<sup>nd</sup> Int****T5 2<sup>nd</sup> Int****1hour o7 minute (16<sup>th</sup> March,2022)**

R: What kinds of challenges did you face in your teaching life up to now? Would you mind telling me your lived experiences with some examples?

T5: When I involved in teaching profession from 2060 BS I could not speak English fluently at that time. Our head teacher told me to teach English. It was quite difficult to teach English vocabularies, I was not aware of grammatical rules but I tried to learn English vocabularies, grammar, pronunciation. To learn English grammar, I used to go in the library of our school. There was a grammar book called Chundimani Gautam and a dictionary called Ajanta (English to Nepali). I used to bring these books in my home and I used to read them in the morning and evening time. Learning English grammar and vocabularies were so hard to learn for me. I used to use when I saw difficult words even in the classroom. I was quite motivated and encouraged to learn English grammar the more and more and I did not get hesitated, frustrated and get ashamed at all. Now, I try to speak English in the classroom but the students from Tamang community cannot understand English language because they never hear English word in their home, their parents never speak English in the family, there is no more practice of using English language in their village. Therefore, teaching English through EMI is quite irrelevant for the students and as well as challenging to teach English in terms of preparing lesson plan, teaching method, language instruction and classroom management.

R: Why does teacher know about classroom management? And how it affects in teaching English?

T5: To know classroom management is very important in English teacher because if he/she does not know about classroom management, the classroom cannot be peaceful, students' attention cannot be drawn at learning, students cannot learn to read and write in a proper environment.

R: Why do you know about teaching methods? How do teaching methods affect in teaching and learning?

T5: There are many teaching methods (e.g. discussion method, demonstration method, lecture method, role play method) which are very important to know in teacher. We teachers should have knowledge of these teaching methods theoretically and should know how to use these methods in the classroom according the situation. For example, discussion method helps the students to interact each other on the topic for generate knowledge through socialization. When I use discussion method in teaching students can develop their leadership, get motivated, and build up confidence level in speaking. Role play method is also very useful and meaningful for the students to engage in conversation activity. They can participate turn by turn in reading and acting. When students take a part turn by turn they become active in learning, they learn by doing and they build up their habit to take a part in a conversation.

R: Can you tell me about the teaching approaches that you have been using in teaching English with the examples? Why do you use these approaches?

T5: There are mainly two teaching approaches that I know. One is teacher centered and another is student centered approach. I should have the theoretical and practical knowledge of teaching approaches before I teach English subject in the classroom. I use student centered approach to teach English. Student centered approach comprises task -based teaching, problem solving teaching, teaching through interactions, discussion, pair work, group work, project based work and self- learning. Student

centered approach provides the more opportunities in self-learning, participating in different activities such as interaction with students and with teachers, learning through singing, learning through conversation, learning through TPR, learning through discussion, learning through group work and pair work, learning through autonomous, through task-based learning and learning through emergent writing. In my experiences, student centered approach is quite suitable and creative for students' learning.

R: Tell me your lived experiences about learning theories that you have been implicated in your English classes while teaching English. Why do you know teaching learning theories?

T5: According to my experiences, English teacher should have knowledge of different teaching learning theories which are quite important to be Known in teacher before teaching students practically. English teacher should have knowledge about simple to complex theory, local to global theory, known to unknown theory, familiar to unfamiliar theory of teaching learning. For example, I started from the letters, words, grammar, and phrases to teach a sentence. And then, my students can feel easy to learn. So, I use simple to complex theory while teaching English.

R: Can you tell me, why teacher should have knowledge of student before real teaching in the classroom?

T5: We must know student's psychology, capacity, interest in learning and hobby before we teach them. If we teach them without having knowledge about them our teaching cannot be effective and fruitful. To know about student is very important aspect of teaching learning process. We must know these important things such as their behavior, attitude, learning capacity, psychological aspect before teaching them.

R: What medium of instruction do you use while teaching English for the basic level students? Is it important to know about medium of instruction in you to teach student better?

T5: There are 125 ethnic languages which are spoken as mother tongue in Nepal. In this case, Tamang language is also one of the mother tongues in Nepal. The students in my classes come from Tamang language background. They do not speak other language except their mother tongue even in the classroom. When I speak English, they feel complicated, get unfamiliar, get frustrated, get hesitated so I have to use their Tamang language even in the words. For example; *teme- potato- alu, khu-curry-tihun, kyan-rice-bhat*. I use Tamang language as MoI in my English classes for the better understanding in my classes but sometimes I use little Nepali language for the basic level students. When I use their mother tongue, they feel happy and easy. For example; *chu ta? What is this? yo ke ho?*

R: During 19<sup>th</sup> years of your teaching job, how did you experience about teaching and is it important to have knowledge of teaching in you?

T5: We teacher should have knowledge of teaching concept, skills, methods, approaches before teaching practically. Knowledge of teaching depends on teachers' qualities, capacities and competencies. Without having teaching knowledge in teacher, he or she cannot teach students well and cannot provide quality education to the students. Knowledge of teaching comprises of what to teach? Why to teach? And how to teach? so, teacher must be prepared well before teaching on these important things such as teaching objectives, contents, teaching skills, teaching methods and approaches, teaching activities, and teaching techniques.

R: Why teacher should have knowledge of educational context? Can you tell me some examples about educational context?

T5: Providing education to students according to context is the most important to make the better understanding in students. The authors, designers, curriculum makers should have knowledge of educational context before making curriculum, textbooks. I saw some lessons of grade three English unsuitable for examples, communication, technology and market. Most of the English teachers don't have knowledge of using technology, no good access of good communication and market. That lesson is not so much relevant for this place because here is not good market, not good communication and no use of technology in teaching in the classrooms. No computer in my English classroom. Tamang language and culture -based contents are not included in English book, so students come from Tamang society feel very difficult to understand the lesson. To be a good educational context, there should be an appropriate lesson, content and language instruction according the need of student, place and time. To be an equality, justified and quality education, educational context should be suitable in terms of learner, time and place. Teachers must be aware of educational context or contextual education for their students' better learning outcomes. And we teachers should have knowledge of comparing between the content of textbook and situation of the learners.

R: Why do you manage the classroom while teaching English for the basic level students? Why do you know about classroom management?

T5: Teacher should have knowledge of classroom theoretically in terms of meaning, importance and use, and then teacher can manage the classroom before teaching. If classroom is not well managed, teaching learning activities cannot be successful and meaningful as we expected. For example, if classroom is not well managed, student's

attention, participation, activeness and interest cannot be drawn in learning and as well as classroom cannot be controlled at the time of teaching and teaching can be just wasting time.

R: Why does teacher know about content knowledge before teaching in the classroom? Can you tell me with the examples?

T5: English teacher should have knowledge of teaching vocabulary, pronunciation, spelling, punctuation and grammar. And teacher should have knowledge of related teaching content and form. Teacher can teach student in a proper way after having knowledge of teaching contents. That is why, teacher should know about content knowledge. According to your experiences, why teacher should have knowledge of evaluation?

T5: Evaluation is one of the most important things in the process of teaching. The purposes of an evaluation are; to examine the students' learning achievement, to update their learning and upgrade their classes, to update their performance, competence and to evaluate their soft skills (e.g. confidence level, motivation, interest, cognitive skill development). According to my lived experiences, evaluation is for examining academic skills and soft skills of student in a year.

R: Why does teacher know about knowledge of democracy, equality and diversity?

T5: Now, Nepal government has brought the policy of inclusive education for every child of every ethnic community in Nepal. 'Education for All' slogan represents that every single child must get equal education from the stage of childhood to upper level. There should not be a boundary to get education for all children in the society. I teach all students those who come from different language and culture background, economic background and social background.

R: Why is knowledge of learning important in teacher? Can you tell me about your learning experiences?

T5: There is no possibility of knowledge without learning. Teacher should have knowledge of learning experiences before teaching students. Teacher should know the way of learning, skills of learning, methods of learning, techniques of learning then only teacher can teach students well as he or she learned.

R: Why is a noticeboard of English statement or artifact important in learner's English learning?

T5: It is important because students can learn English through an artifact or an English noticeboard. They can learn English word, phrase and sentence structure with the help of such artifact. But we cannot find it in this village and even on the walls of English buildings. Students can learn read and understand the meaning. They can collect English vocabularies.

R: Why do you know about curriculum? Are you teaching English as intended by curriculum?

T5: Knowing about curriculum and teaching English as intended by English curriculum is the most important thing in teacher before he or she teaches in the classroom. Teacher should have knowledge of objectives, content, lesson, teaching materials, teaching method, evaluation and homework of the curriculum, meaning of curriculum, theory and concept of curriculum. And then, teacher can implicate in the classroom. When I joined in teaching job, I had no any idea about curriculum and I was confused. And I taught students without the knowledge about curriculum but my teaching was not satisfied and students' learning outcome was not good. One day, my head sir sent me in the workshop of making curriculum, then I understood about the curriculum in terms of objective, content, materials, teaching method, concept, value

and implication of curriculum. When I taught English according to English curriculum, my students achieved teaching goals with the better result in learning.

Therefore, I must understand about curriculum and its usage theoretically and then I can teach English students according to the expected goals.

R: Why do you know about an integrated curriculum? How does it effect in teaching English at basic level students?

T5: Now, Nepal government has prepared and applied an integrated curriculum having thematic approach for the students of basic level (G1-G3) in Nepal. I have got an opportunity to understand about the integrated curriculum in teacher training. I knew that integrated curriculum is based on the thematic approach, the same teaching content is repeated in different subject and in different classes for the better comprehension in students. For example; 'Me and My Family' lesson and its contents have included from grade one to grade three in different subjects like; Social subject and My Country subject for a specific teaching.

R: Why teacher training is important for you? Can you tell me your experiences regarding teacher training with the examples?

T5: In my experience, teacher training is a weapon which helps me to sharpen my skills, ideas, concepts, methods. Without teacher training, a teacher cannot teach effectively in the classroom. Teacher training helps me to share my skills, teaching challenges, to update myself, to reflect my past teaching experiences. If I don't participate in any teacher training, I cannot learn new teaching strategies, methods, skills and techniques. For example, I was participated in English teacher training last September which was held by MTB-MLE program. I learnt TPR method for teaching English words, I learned additional concept, knowledge about integrated curriculum, I learned about different teaching materials such as TPR card for vocabulary teaching,

A3 card for letter teaching, teacher guide, theme picture for discussion and interaction. I had never seen such materials in my life.

R: Why do you know about teaching methods? What teaching methods do you use while teaching English?

T5: I have to know about the meaning, concept, principle, theory and usage of different teaching methods before teaching in a real classroom. I have been using student centered methods such as interaction method, discussion method, role play method and demonstration method in the process of English teaching. When I use interaction method, my students can develop their speaking skill, they can collect ideas and knowledge from their friends, they can develop their socialization habit and can learn new knowledge through socialization in the group and pair. When I use discussion method, my students can develop gradually their confidence level, they can develop leadership skill, they can develop their thinking skill, they can develop their coherence and cohesion in discussion, they can express their ideas without having hesitation and frustration. When I use role play in my English class, students can participate in their own role, they can become active, they get motivated and encouraged to go forward in conversation. There is an example of my student (Devi Tamang) who reads in grade three. She feels very shy to express her ideas by going in front of the class. One day, I used role method to read a conversation, I called that shy student and her best friend to read and act in a dialogue. Both of them did very well. I let her there, four times to participate in role play and discussion activities. She gradually developed a habit of engaging in any activity of classroom. Now, she gets motivated to express her new ideas, knowledge and experiences by going in front of the classroom without any fear, frustration and hesitation. R: Why do you know about teaching methods? What teaching methods do you use while teaching English?

T5: I have to know about the meaning, concept, principle, theory and usage of different teaching methods before teaching in a real classroom. I have been using student centered methods such as interaction method, discussion method, role play method and demonstration method in the process of English teaching. When I use interaction method, my students can develop their speaking skill, they can collect ideas and knowledge from their friends, they can develop their socialization habit and can learn new knowledge through socialization in the group and pair. When I use discussion method, my students can develop gradually their confidence level, they can develop leadership skill, they can develop their thinking skill, they can develop their coherence and cohesion in discussion, they can express their ideas without having hesitation and frustration. When I use role play in my English class, students can participate in their own role, they can become active, they get motivated and encouraged to go forward in conversation. There is an example of my student (Devi Tamang) who reads in grade three. She feels very shy to express her ideas by going in front of the class. One day, I used role method to read a conversation, I called that shy student and her best friend to read and act in a dialogue. Both of them did very well. I let her there, four times to participate in role play and discussion activities. She gradually developed a habit of engaging in any activity of classroom. Now, she gets motivated to express her new ideas, knowledge and experiences by going in front of the classroom without any fear, frustration and hesitation.

**Appendix III: Originality Report**

# English Teachers' Experiences with Mother Tongue-Based Multilingual Education Approach in Community Schools of Dhading

*By Dipak Tamang*

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# English Teachers' Experiences with Mother Tongue-Based Multilingual Education Approach in Community Schools of Dhading

ORIGINALITY REPORT

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|----------|--|-----------------------|
| <b>1</b> | <a href="http://elibrary.tucl.edu.np">elibrary.tucl.edu.np</a><br><small>Internet</small>  | 510 words — <b>1%</b> |
| <b>2</b> | Dipak Tamang, Gopal Prasad Pandey. "Teachers' Preparations for Implementing Mother Tongue-Based Multilingual Education in Teaching English", <i>Studies in ELT and Applied Linguistics</i> , 2025<br><small>Crossref</small> | 419 words — <b>1%</b> |

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