



Far Western Journal of Education

A Peer-reviewed Journal

ISSN: 3059-9113 (Print)

Published by Faculty of Education, Far Western University
Mahendranagar, Nepal

Teaching English in Diverse Settings: Lived Experiences of Nepalese ELT Teachers

Dammar Singh Saud

Assistant Professor

Far Western University, Nepal

Email: dammarsaud68@gmail.com

Abstract

This study explores the lived experiences of English Language Teachers in Nepal's rural, multilingual, and multicultural contexts, focusing on the Darchula district. Adopting a hermeneutic phenomenological approach, the research examines how four secondary-level ELT teachers navigate the pedagogical complexities of multilingual classrooms. Data were collected through semi-structured interviews and classroom observations, and interpreted using thematic analysis. The study is informed by Translanguaging Theory and Vygotsky's sociocultural perspective, highlighting how teachers draw on students' linguistic and cultural backgrounds to support learning. Findings indicate that multilingual classrooms foster metalinguistic awareness, empathy, and cultural sensitivity, enabling teachers to develop adaptive and inclusive teaching strategies. Translanguaging emerged as a key practice to bridge linguistic gaps, enhance participation, and deepen comprehension. Culturally responsive teaching also played a vital role in affirming students' identities and creating equitable learning spaces. Despite these strengths, teachers reported challenges, including insufficient training in multilingual pedagogies, limited institutional support, language hierarchies, and resource constraints. Participants emphasized the need for professional development that is contextually relevant and addresses both the pedagogical and emotional demands of teaching in diverse settings. This study calls for the integration of multilingual awareness, translanguaging practices, and cultural competence into teacher education in Nepal. By foregrounding rural teachers' voices, it contributes to the broader discourse on

© Author(s) and Publisher

This open access article is distributed under a *Creative Commons*



Attribution-Non Commercial 4.0 (CC BY-NC 4.0) International Public License

equitable and inclusive language education and offers insights for policy and professional development aimed at enhancing teaching practices in linguistically complex classrooms.

Keywords: Translanguaging, cultural responsiveness, teacher agency, pedagogical practices, sociocultural theory

Introduction

Nepal's rich linguistic diversity profoundly shapes its educational landscape, particularly in rural regions like Darchula, where language, culture, and identity intersect within the classroom. Although Nepali serves as the official lingua franca, regional languages such as Darchuleli and Byangsi remain integral to local identities and daily communication (CBS, 2021). In such settings, English language teachers confront both challenges and opportunities: while multilingualism can foster cognitive flexibility and cultural awareness, it also demands specialized pedagogical competencies to bridge learners varied linguistic backgrounds (Paudel, 2020; Poudel, 2019). Yet teacher education programs in Nepal—especially those serving rural contexts—often lack the tailored training and resources necessary to prepare educators for these complex, multilingual environments.

Extensive classroom research highlights that students benefit academically and cognitively from instructional practices embracing multiple languages, as exposure to diverse linguistic frameworks enhances metalinguistic awareness and problem-solving skills (Sharma, 2023). Approaches such as translanguaging and culturally responsive teaching have demonstrated efficacy in supporting multilingual learners by allowing flexible use of all their languages in the learning process (García & Wei, 2014). However, in regions like Darchula, the practical implementation of these methods is hindered by insufficient institutional support, scarce instructional materials, and limited access to professional development focused on multilingual pedagogies (Bhandari, 2016; Paudel, 2023). Consequently, despite clear benefits, many teachers default to traditional, monolingual practices that fail to capitalize on students' full linguistic repertoires.

The unique challenges facing English language teaching in Nepal's rural, multilingual, and multicultural regions stem from the complex interplay of linguistic diversity and constrained educational resources. With over 120 languages spoken across Nepal, educators in under-resourced areas frequently struggle to manage classroom diversity effectively, as existing professional training programs seldom address the specific needs of rural teachers (Gautam & Poudel, 2022; Lorenz et al., 2021). Moreover, national professional development initiatives tend to adopt a one-size-fits-all approach, offering little guidance on culturally responsive strategies—such as translanguaging—that could bridge students' home languages and English instruction (Pradhan, 2016).

This study therefore seeks to examine the lived experiences of secondary-level English teachers in Darchula, identify the challenges they encounter, and propose context-sensitive, culturally relevant recommendations for strengthening teacher training and support in Nepal's multilingual classrooms.

Literature Review

The literature on multilingual education and teacher professional development has grown considerably, underscoring both the promise and the persistent gaps in preparing educators for linguistically diverse classrooms. Scholars have highlighted how multilingualism enhances cognitive flexibility, cultural sensitivity, and academic outcomes (Kalaja & Pitkänen-Huhta, 2020). Yet, despite widespread recognition of these benefits, teacher training programs frequently fall short in equipping educators with the practical skills needed to navigate multilingual and multicultural settings (García & Wei, 2014).

Empirical studies demonstrate that multilingual education can bolster students' metalinguistic awareness and problem-solving abilities, particularly when teachers are trained to integrate students' home languages into instruction (Baral, 2023). For example, educators who receive targeted multilingual pedagogy training develop greater language awareness and adaptability, enabling more inclusive and engaging classroom practices (Oliinyk et al., 2024; Xerri, 2016). However, many teacher preparation programs—especially those in resource-constrained regions—do not adequately cover strategies such as translanguaging, leaving teachers underprepared to address linguistic diversity (Khanal, 2024).

In Nepal's rural districts like Darchula, where over 120 languages coexist, the challenges are magnified by limited access to professional development, instructional resources, and institutional support (Sah, 2022). Generalized training initiatives rarely address the specific cultural and linguistic contexts of these communities, hindering teachers' ability to implement culturally responsive strategies (Gyawali, 2023). Moreover, most research on multilingual pedagogies has focused on urban or well-resourced environments, leaving a critical gap in understanding how to support rural English language teachers. This study seeks to fill that gap by examining the lived experiences, challenges, and professional development needs of secondary-level ELT teachers in Darchula, with particular attention to context-sensitive and culturally relevant practices.

This study is underpinned by Translanguaging Theory and Sociocultural Theory, which together illuminate how ELT teachers in rural, multilingual Nepal draw upon linguistic and cultural resources to navigate diverse classroom challenges. Translanguaging Theory posits that languages exist as a unified repertoire rather than discrete systems, enabling teachers and learners to fluidly integrate students' native

tongues with English to foster comprehension, participation, and cognitive flexibility (García & Wei, 2014). Complementarily, Vygotsky's Sociocultural Theory highlights the role of social interaction and cultural tools in cognitive development, with the Zone of Proximal Development underscoring how scaffolding by more knowledgeable others (i.e., teachers) can bridge learners' current abilities to higher levels of understanding (Vygotsky, 1978). In contexts like Darchula—where over 120 languages coexist—these frameworks together suggest that teachers who actively leverage students' home languages and cultural backgrounds can design inclusive, culturally responsive lessons that promote engagement, a sense of belonging, and academic success. By integrating Translanguaging and Sociocultural perspectives, this study examines how ELT teachers employ language as a resource and social interaction as a scaffold to enhance both their professional growth and students' learning outcomes in Nepal's linguistically rich yet resource-constrained rural settings.

This study seeks to understand how English language teachers in rural Nepal describe and interpret their experiences of teaching in linguistically and culturally diverse classrooms, the strategies they employ to manage such diversity, and the specific forms of support required to enhance teaching effectiveness in multilingual and multicultural settings. By exploring these lived experiences, the research aims to uncover the challenges teachers face and the successful practices they adopt, and to develop context-sensitive professional development initiatives tailored to the unique needs of rural, multilingual education environments in Nepal.

Research Methodology

This study employs a hermeneutic phenomenological approach, drawing on Heidegger's explorations of being and interpretation (1927, 1977, 2005) and Gadamer's insights into dialogical understanding (2013) to uncover how the four secondary-level ELT teachers in rural Darchula make sense of their multilingual and multicultural classroom experiences (Smith et al., 2009). A qualitative methodology was adopted, using semi-structured interviews to elicit teachers' reflections on linguistic diversity, instructional strategies, and professional development needs (Creswell, 2012; Creswell, 2013), alongside classroom observations to capture the enactment of translanguaging practices and inclusive pedagogies in situ (Creswell, 2014). The semi-structured format allowed for deeper probing of emergent themes while ensuring coverage of core research questions, and the combination of interviews and observations facilitated triangulation of data to strengthen the study's credibility. Throughout the research, ethical standards of respect, autonomy, justice, and confidentiality were maintained by obtaining informed consent, using pseudonyms to protect participants' identities, and allowing them to withdraw from the study at any time.

Data analysis followed Braun and Clarke's (2006) six-phase thematic analysis to systematically identify, develop, and refine patterns across interview transcripts and observation field notes. First, all data were transcribed and read repeatedly to achieve immersion and generate initial ideas; second, meaningful segments were coded to capture teachers' perceptions, challenges, and strategies related to multilingual classroom management; third, related codes were clustered into provisional themes; fourth, themes were reviewed and refined for coherence and distinctiveness; fifth, a thematic map was constructed to visualize relationships among themes; and finally, a narrative synthesis linked these themes back to the research questions. This rigorous analytical process ensures that the study's findings on how multilingualism and multiculturalism shape ELT teachers' practices and professional development in rural Nepal are both trustworthy and insightful.

Findings and Discussion

This study delves into the lived experiences of English Language Teachers (ELTs) in Nepal's rural, multilingual, and multicultural contexts, focusing on the Darchula district. Through a hermeneutic phenomenological approach, the research examines how four secondary-level ELT teachers navigate the pedagogical complexities of multilingual classrooms. The findings are discussed thematically, integrating participants' voices with relevant literature to provide a comprehensive understanding of the challenges and strategies in English language teaching in such diverse settings.

Navigating Linguistic Diversity: Challenges and Adaptive Strategies

The linguistic heterogeneity of classrooms in Nepal's rural regions, such as Darchula, presents both challenges and opportunities for English Language Teachers (ELTs). Teachers encounter students who speak a variety of mother tongues, including Doteli, Byansi, Kumauni, and Nepali. This diversity necessitates adaptive teaching strategies to ensure effective learning. Teacher A shared:

"In my class, students speak Doteli, Byansi, and Nepali. Initially, it was overwhelming, but I realized that acknowledging their languages made them more engaged."

This experience underscores the importance of recognizing students' linguistic backgrounds to foster engagement and comprehension.

The challenges of linguistic diversity are well-documented in the literature. Paudel (2020) identified linguistic diversity as a significant challenge in multilingual classrooms, noting that teachers often feel unprepared to address the varying linguistic needs of their students. Similarly, Paudel (2024) emphasized the complexities of implementing English Medium Instruction (EMI) in Nepal's community schools, highlighting the tension between promoting English proficiency and preserving local languages and cultural

identities. These challenges are compounded by limited resources, lack of training, and socio-economic disparities.

To navigate these challenges, teachers employ various adaptive strategies. Code-switching, translation, and contextualization of lessons are commonly used to bridge linguistic gaps. Teacher B explained:

"I often explain difficult English terms in Nepali or even in the students' mother tongues. It helps them grasp the concepts better."

Such practices align with Acharya's (2024) findings, which emphasized the role of code-switching in facilitating understanding in EFL classrooms. By leveraging students' linguistic resources, teachers create inclusive learning environments that acknowledge and respect linguistic diversity.

Moreover, teachers recognize the value of students' home languages as assets in the learning process. Teacher C noted:

"Encouraging students to discuss topics in their native languages before presenting in English boosts their confidence and comprehension."

This approach aligns with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction and cultural tools in learning (Vygotsky, 1978). By allowing students to use their full linguistic repertoire, teachers facilitate deeper understanding and engagement.

Despite these adaptive strategies, challenges persist. Teachers often lack formal training in multilingual pedagogy and face constraints such as large class sizes and limited instructional materials. Teacher D expressed:

"We need training programs that address the realities of our classrooms, focusing on multilingual pedagogy and cultural sensitivity."

This sentiment echoes the findings of Paudel (2020), who highlighted the necessity of context-specific training for EFL teachers in Nepal. Such programs should equip teachers with strategies to manage linguistic diversity and foster inclusive classrooms effectively.

While linguistic diversity in Nepal's classrooms presents significant challenges, it also offers opportunities for enriching the learning experience. Teachers' adaptive strategies, such as code-switching and leveraging students' linguistic resources, demonstrate resilience and innovation in the face of these challenges. However, to support teachers effectively, there is a pressing need for professional development programs that address the unique realities of multilingual classrooms. By integrating students' linguistic and cultural backgrounds into teaching practices and providing targeted training for teachers, we can move towards more equitable and inclusive language education in Nepal.

Translanguaging as a Pedagogical Tool

In the multilingual classrooms of rural Nepal, translanguaging has emerged as a pivotal pedagogical strategy among English Language Teachers (ELTs). Teachers have adopted this approach to bridge linguistic gaps and foster deeper understanding among students. Teacher C shared:

“I encourage students to discuss topics in their native languages before presenting in English. It boosts their confidence and comprehension.”

This practice aligns with García and Wei’s (2014) conceptualization of translanguaging as a means to leverage bilingual students’ linguistic assets, allowing them to utilize their full linguistic repertoire for learning.

The benefits of translanguaging in the classroom are multifaceted. It not only enhances students’ comprehension but also affirms their cultural identities. Teacher D observed:

“When students use their mother tongues to understand complex English texts, they feel more connected and less intimidated.”

This sentiment is echoed in the study by Adhikari et al. (2024), which found that translanguaging practices in Nepali universities facilitated collaborative meaning-making in English reading instruction, enabling students to draw upon their linguistic backgrounds to enhance understanding.

Despite its advantages, implementing translanguaging poses certain challenges. Teachers often face institutional constraints that favor monolingual English instruction, limiting the flexibility to incorporate students’ native languages. Teacher B highlighted:

“There’s an expectation to stick strictly to English, but I find that a rigid approach doesn’t serve my students well.”

Such challenges necessitate adaptive strategies. Teachers have begun to subtly integrate translanguaging by encouraging peer discussions in native languages or providing explanations in both English and the students’ mother tongues. These methods not only aid comprehension but also validate the students’ linguistic identities.

Furthermore, the success of translanguaging relies heavily on teacher preparedness and institutional support. Professional development programs focusing on multilingual pedagogy are essential. As García and Wei (2014) suggest, educators need to be equipped with strategies that allow them to harness the linguistic resources of their students effectively. Such training would empower teachers to implement translanguaging practices confidently, fostering an inclusive and effective learning environment.

Translanguaging serves as a powerful pedagogical tool in multilingual classrooms, offering a bridge between students’ linguistic backgrounds and English language acquisition. While challenges exist, particularly concerning institutional expectations and resource limitations, the adaptive strategies employed by teachers demonstrate the

potential of translanguaging to enhance learning outcomes. By embracing and supporting these practices through targeted professional development, educational institutions can better serve the diverse linguistic needs of their student populations.

Culturally Responsive Teaching Practices

In the linguistically and culturally diverse classrooms of Nepal, English Language Teachers (ELTs) have recognized the significance of integrating students' cultural backgrounds into their teaching practices. This approach, known as culturally responsive teaching (CRT), involves acknowledging and valorizing students' cultural identities to enhance engagement and learning outcomes. Teacher D shared:

"Incorporating local festivals and traditions into lessons makes learning more relatable and engaging for students."

Such practices align with the findings of Poudel (2019), who highlighted the effectiveness of using local contexts to enhance pedagogical outcomes in Nepalese classrooms. By embedding culturally relevant materials and examples, teachers create a learning environment that resonates with students' lived experiences, fostering a deeper connection to the content.

The benefits of CRT are multifaceted. It not only affirms students' identities but also promotes inclusivity and equity in the classroom. Teacher B observed:

"When students see their culture reflected in the curriculum, they feel valued and are more motivated to participate."

This approach is supported by Prajapati (2023), who emphasized the importance of integrating students' cultural backgrounds into English language teaching to enhance engagement and comprehension. By leveraging students' cultural knowledge, teachers can bridge the gap between home and school, making learning more meaningful and accessible.

Despite its advantages, implementing CRT presents certain challenges. Teachers often face a lack of resources and institutional support to effectively incorporate cultural elements into their teaching. Teacher A highlighted:

"We need more culturally relevant teaching materials and training to effectively integrate students' backgrounds into our lessons."

This sentiment is echoed in the study by Dhungana (2021), which found that teachers in Nepal often lack the necessary training and resources to implement culturally responsive instructional strategies effectively. Without adequate support, teachers may struggle to move beyond traditional, monolithic teaching methods that do not address the diverse needs of their students.

To address these challenges, teachers have adopted various adaptive strategies. These include collaborating with local communities to gather culturally relevant

materials, incorporating students' experiences into lesson plans, and engaging in professional development opportunities focused on CRT. Teacher C noted:

"By involving the community and continuously learning about my students' cultures, I can create lessons that are both educational and culturally meaningful."

Such initiatives align with the principles of culturally responsive pedagogy, which advocate for the inclusion of students' cultural references in all aspects of learning (Gay, 2010). By actively seeking to understand and incorporate students' cultural backgrounds, teachers can create a more inclusive and effective learning environment.

Culturally responsive teaching practices are essential in Nepal's diverse educational landscape. By integrating students' cultural backgrounds into the curriculum, teachers can enhance engagement, promote inclusivity, and improve learning outcomes. However, to fully realize the potential of CRT, there is a need for increased institutional support, resources, and professional development opportunities. By addressing these needs, educators can better serve their diverse student populations and foster a more equitable educational environment.

Professional Development Needs

In the multilingual and multicultural classrooms of Nepal, English Language Teachers (ELTs) have demonstrated remarkable adaptability. However, they consistently express a pressing need for professional development (PD) programs tailored to their unique teaching contexts. Teacher A articulated this sentiment:

"We need training programs that address the realities of our classrooms, focusing on multilingual pedagogy and cultural sensitivity."

This perspective aligns with Chauhan's (2021) findings, which underscore the necessity of context-specific training for EFL teachers in Nepal. The lack of such programs often leaves teachers ill-equipped to handle the complexities of diverse classrooms.

The challenges faced by ELTs are multifaceted. While many have attended workshops and training sessions, these often lack relevance to their day-to-day experiences. Teacher B reflected:

"Most of the training sessions I've attended are generic and don't address the specific challenges of teaching in a multilingual setting."

This disconnect between training content and classroom realities is further highlighted in Dhakal's (2016) study, which found that training programs, while beneficial in theory, often fail to equip teachers with practical strategies applicable to their diverse classrooms.

Moreover, the emotional and psychological aspects of teaching in challenging environments are frequently overlooked in PD programs. Teacher C shared:

“Beyond teaching strategies, we need support in managing the emotional toll of navigating cultural sensitivities and language barriers daily.”

This highlights the importance of holistic PD programs that address not only pedagogical skills but also the well-being of teachers. As Panthee (2021) notes, effective PD should encompass both professional competencies and emotional resilience to ensure teachers are fully supported in their roles.

In response to these challenges, some teachers have adopted self-directed PD strategies. These include peer collaborations, online forums, and reflective practices. Teacher D mentioned:

“I’ve started forming study groups with fellow teachers to share experiences and strategies that work in our specific contexts.”

Such initiatives resonate with the findings of Gnawali (2022), who emphasizes the effectiveness of peer-supported and self-directed PD strategies in enhancing teaching practices in Nepal’s diverse educational landscape.

While ELTs in Nepal exhibit commendable adaptability, there is an urgent need for PD programs that are contextually relevant, holistic, and supportive. By aligning training content with the realities of multilingual and multicultural classrooms and addressing the emotional well-being of teachers, educational stakeholders can empower ELTs to navigate their complex teaching environments more effectively.

Institutional and Policy-Level Challenges in Multilingual Education

The research participants underscored systemic challenges impeding effective English Language Teaching (ELT) in rural Nepal, particularly highlighting the disconnect between language policies and classroom realities. Teacher B lamented:

“There’s a disconnect between policy and practice. While the constitution promotes mother tongue education, implementation is lacking.”

This sentiment reflects broader concerns about the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) policies in Nepal. Despite constitutional provisions supporting multilingual education, practical application remains inconsistent and often superficial.

A significant issue identified is the lack of alignment between national language policies and local educational practices. While policies advocate for the use of mother tongues in early education, schools often default to Nepali or English as the medium of instruction, marginalizing students’ native languages. This practice not only undermines students’ linguistic identities but also hampers their comprehension and engagement in the learning process.

Resource constraints further exacerbate these challenges. Many schools lack teaching materials and trained personnel proficient in local languages, making the

implementation of MTB-MLE policies difficult. Teacher C noted:

“We don’t have textbooks or resources in the students’ mother tongues, and most teachers aren’t trained to teach in them.”

This scarcity of resources and training opportunities limits the effectiveness of multilingual education initiatives and often forces teachers to rely on monolingual teaching methods.

Furthermore, there is a pervasive belief among parents and some educators that proficiency in English is paramount for students’ future success, leading to a preference for English-medium instruction. This mindset often results in the devaluation of local languages and cultures within the educational system. Teacher D observed:

“Parents often insist on English instruction, believing it’s the key to better opportunities, even if it means students struggle to understand the lessons.”

Such attitudes contribute to the erosion of linguistic diversity and hinder the promotion of inclusive, culturally responsive education.

To address these institutional and policy-level challenges, a multifaceted approach is necessary. This includes developing and disseminating teaching materials in local languages, providing targeted training for teachers in multilingual pedagogy, and fostering community awareness about the benefits of mother tongue instruction. Additionally, policymakers must ensure that language policies are not only well-articulated but also effectively implemented at the grassroots level. By bridging the gap between policy and practice, Nepal can move towards a more equitable and effective multilingual education system that respects and promotes its rich linguistic heritage.

Emotional and Psychological Dimensions

The emotional and psychological well-being of teachers in rural, multilingual classrooms is a critical yet often overlooked aspect of educational discourse. Participants in this study consistently reported feelings of isolation, frustration, and burnout stemming from the complexities of teaching in linguistically diverse and resource-constrained environments. Teacher C candidly shared:

“Sometimes, I feel overwhelmed and unsupported. It’s emotionally taxing to navigate these challenges alone.”

This sentiment echoes the findings of Bhatt (2023), who emphasized that a lack of supportive school culture and professional development opportunities can significantly diminish teachers’ motivation and commitment. The emotional toll experienced by teachers not only affects their personal well-being but also has implications for their professional efficacy and student outcomes.

The challenges contributing to teacher stress are multifaceted. In addition to managing classrooms with students from diverse linguistic backgrounds, teachers often

grapple with inadequate teaching materials, limited access to professional development, and minimal institutional support. These factors collectively contribute to a sense of professional stagnation and emotional exhaustion. As highlighted by Bhatt (2023), the absence of a nurturing school culture exacerbates these issues, leading to decreased job satisfaction and increased turnover rates among teachers.

Despite these challenges, some teachers have adopted adaptive strategies to mitigate emotional stress. Peer collaboration emerged as a vital coping mechanism, with teachers forming informal support networks to share resources, teaching strategies, and emotional support. Teacher D noted:

“We have a small group where we discuss our classroom experiences and support each other. It helps to know I’m not alone in this.”

Such peer-led initiatives align with the concept of professional learning communities, which have been shown to enhance teacher resilience and job satisfaction (Bhatt, 2023). These communities provide a platform for collective problem-solving and emotional support, fostering a sense of belonging and professional growth.

To address the emotional and psychological challenges faced by teachers in multilingual rural classrooms, systemic interventions are necessary. Educational policymakers and school administrators must prioritize the establishment of supportive school cultures that value teacher well-being. This includes providing access to culturally responsive professional development, creating platforms for teacher collaboration, and ensuring that teachers have the necessary resources to effectively manage their classrooms. By acknowledging and addressing the emotional dimensions of teaching, stakeholders can foster more sustainable and effective educational environments.

The findings reveal that while Nepalese ELT teachers in rural, multilingual, and multicultural settings employ innovative strategies like translanguaging and culturally responsive teaching, they face significant challenges. These include linguistic diversity, lack of tailored professional development, systemic policy issues, and emotional strain. Addressing these challenges requires concerted efforts at both institutional and policy levels, ensuring that teachers are adequately supported to provide equitable and inclusive language education.

Conclusion

This study has illuminated the multifaceted experiences of English Language Teachers (ELTs) operating within the linguistically and culturally diverse classrooms of Nepal’s Darchula district. The findings underscore that while multilingual classrooms present significant challenges—such as limited resources, language hierarchies, and insufficient training—they also offer cognitive and cultural benefits. Teachers reported enhanced cognitive flexibility, cultural sensitivity, and the development of adaptive

teaching strategies. Translanguaging and culturally responsive teaching emerged as effective strategies, enabling teachers to bridge linguistic gaps, foster student engagement, and affirm students' identities. These practices align with Vygotsky's sociocultural theory, emphasizing the importance of social interaction and cultural tools in learning (Vygotsky, 1978).

The study highlights the pressing need for professional development programs tailored to the realities of multilingual and multicultural classrooms. Such programs should integrate multilingual awareness and translanguaging practices into teacher education curricula, equipping teachers with the skills to manage linguistic diversity effectively. Context-specific training focusing on cultural competence and inclusive pedagogy is essential to support teachers in creating equitable learning environments. By acknowledging students' linguistic and cultural backgrounds, teachers can foster inclusive classrooms that promote equity and social justice.

While this study provides valuable insights, it is limited to the experiences of four teachers in a specific district, which may affect the generalizability of the findings. Future research could explore similar experiences in other regions and educational levels to gain a more comprehensive understanding of ELT in multilingual contexts. Additionally, longitudinal studies examining the long-term impact of translanguaging and culturally responsive teaching practices on student outcomes would further inform effective pedagogical strategies. By continuing to foreground the voices of rural teachers, future research can contribute to the broader discourse on equitable and inclusive language education.

References

- Alisaari, J., Heikkola, L. M., Commins, N., & Acquah, E. O. (2019). Monolingual ideologies confronting multilingual realities. Finnish teachers' beliefs about linguistic diversity. *Teaching and Teacher Education*, 80, 48-58. https://www.duo.uio.no/bitstream/handle/10852/67436/1/Alisaari%2Bet%2Bal_submitted%2Bto%2BTATE_Monolingual%2Bideologies%2Bconfronting%2Bmultilingual%2Brealities.pdf
- Baral, M. P. (2023). Multiculturalism in English Education Curriculum of Higher Education in Nepal. *English Language Teaching Perspectives*, 8(1-2), 97-109. <https://nepjol.info/index.php/eltp/article/download/57863/43265>
- Babbie, E. (2016). *The practice of social research (14th ed.)*. Cengage Learning.
- Bhandari, B. L. (2016). Teaching English in multilingual and multicultural contexts in Nepal. *Tribhuvan University Journal*, 30(2), 17-24. <https://nepjol.info/index.php/TUJ/article/view/25542>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative*

- Research in Psychology*, 3, 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Central Bureau of Statistics (CBS). (2021). National population and housing census 2021 (National report). <https://cbs.gov.np>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education (8th ed.)*. Routledge.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating qualitative and quantitative research*. Pearson.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd ed.)*. Sage.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research (4th ed.)*. Sage.
- Gadamer, H. G. (2013). *Truth and method*. A&C Black. [https://books.google.com/books?hl=en&lr=&id=g4SKxkdoYwoC&oi=fnd&pg=PR3&dq=Gadamer,+H.+G.+\(1960\).+Truth+and+Method&ots=_EFhNJ5iPn&sig=oppC_Uu00NL0UFzpyGJcwTz7mO8](https://books.google.com/books?hl=en&lr=&id=g4SKxkdoYwoC&oi=fnd&pg=PR3&dq=Gadamer,+H.+G.+(1960).+Truth+and+Method&ots=_EFhNJ5iPn&sig=oppC_Uu00NL0UFzpyGJcwTz7mO8)
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism, and education*. Palgrave Macmillan.
- Gyawali, Y. P. (2023). Exploring Dimensions of Teacher Education in Nepal: Perspectives, Challenges, and Reform Opportunities. *Journal of General Education and Humanities*, 2(4), 285-298. <http://journal-gehu.com/index.php/gehu/article/download/128/207>
- Gautam, B. L., & Poudel, P. P. (2022). Diversity, multilingualism and democratic practices in Nepal. *Bandung*, 9(1-2), 80-102. https://brill.com/downloadpdf/view/journals/bjgs/9/1-2/article-p80_004.pdf
- Heidegger, M. (1927). *Being and time*. Kindle Edition. https://www.goodreads.com/book/show/18891597-being-and-time?from_search=true&from_srp=true&qid=yEuYwllYrM&rank=1
- Heidegger, M. (1977). The question concerning technology. *New York*, 214. <https://www.philtech.michaelreno.org/wp-content/uploads/2020/05/HeideggerTheQuestionConcerningTechnology.pdf>
- Heidegger, M. (2005). *Introduction to Phenomenological Research*. Indiana University Press.
- Kalaja, P., & Pitkänen-Huhta, A. (2020). Raising awareness of multilingualism as lived—in the context of teaching English as a foreign language. *Language and Intercultural Communication*, 20(4), 340-355. <https://www.tandfonline.com/doi/pdf/10.1080/14708477.2020.1786918>

- Khanal, G. P. (2024). Learning English in Multicultural Contexts: Experiences and Strategies of Secondary Level Students in Rural Nepal. *Journal of NELTA Gandaki*, 7(1-2), 14-27. <https://nepjol.info/index.php/jong/article/download/70182/53525>
- Lorenz, E., Krulatz, A., & Torgersen, E. N. (2021). Embracing linguistic and cultural diversity in multilingual EAL classrooms: The impact of professional development on teacher beliefs and practice. *Teaching and Teacher Education*, 105, 103428. <https://www.sciencedirect.com/science/article/pii/S0742051X21001529>
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach (3rd ed.)*. Sage.
- Mertens, D. M. (2015). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (4th ed.)*. Sage.
- Oliinyk, O., Bevz, N., Shuliakov, I., & Derevianko, I. (2024). The impact of multilingual education on developing communication skills for university students within foreign language learning. *Traduction et Langues*, 23(1), 125-142. <https://www.asjp.cerist.dz/index.php/en/downArticle/155/23/1/251759>
- Paudel, R. (2023). Multilingualism in Nepal: Challenges and opportunities. *Journal of Tilottama*, 1(1), 100-113. <https://nepjol.info/index.php/jtilottama/article/download/64559/48948>
- Paudel, P. (2020). Teaching English in Multilingual Contexts: Teachers' Perspectives. *Prithvi Academic Journal*, 3, 33-46. <https://nepjol.info/index.php/paj/article/download/29557/23770/>
- Poudel, G. P. (2019). Innovations in multilingual classroom: Exploring teachers' experiences. *Journal of NELTA Gandaki*, 2, 29-42. <https://nepjol.info/index.php/jong/article/download/26601/22015/>
- Pradhan, U. (2016). *Ethnicity, equality, and education: a study of multilingual education in Nepal* (Doctoral dissertation, University of Oxford). https://ora.ox.ac.uk/objects/uuid:e51ff352-41ff-456f-90dc-533e745fdab2/download_file?file_format=pdf&safe_filename=UmaPradhan_Thesis_21July2016.pdf&type_of_work=Thesis
- Sah, P. K. (2022). Teacher preparation for primary English education in Nepal: Missing agendas of diversity and inclusion. *English Teaching & Learning*, 46(4), 373-393. <https://link.springer.com/article/10.1007/s42321-021-00100-7>
- Sarantakos, S. (2013). *Social research (4th ed.)*. Palgrave Macmillan.
- Sharma, R. (2023). Exploring multilingualism in English language education: A comparative study. *Journal of International English Research Studies (JIERS)*, ISSN: 3048-5231, 1(1), 1-7. <https://languagejournals.com/index.php/englishjournal/>

article/download/1/1

- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method, and research*. Sage.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Xerri, D. (2016). Teaching and learning English in a multicultural classroom: strategies and opportunities. *Journal for Multicultural Education*, 10(1), 19-32. https://www.danielxerri.com/uploads/4/5/3/0/4530212/10-1108_jme-04-2015-0012.pdf