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Editorial

We are glad to announce that the Bagmati Province Committee of NELTA has accomplished the task of publishing the fourth volume of the NELTA Bagmati Journal (NBJ) successfully. The rigorous work of the Committee members equally has made it possible. The publication of this journal also has a great contribution of reviewers, authors, editorial teams, Journal book designer and the press.

We would like to express our sincere gratitude to those who contributed to this publication. We owe to the researchers who have provided their valued articles and the renowned reviewers who paid their true dedication and reviews to standardize the articles. This volume carries eight articles based on ELT and English language literature this year. Dr. Lok Raj Sharma explores challenges, ways of overcoming them, opportunities and the process of translating literature across languages whereas Mr. Bishnu Kumar Khadka elucidates role of language within inclusive English as a Foreign Language concerning students with language and communication disorders. Additionally, Ms. Puspa Priya digs out necessity of soft skills and approaches to enhance them, Ms. Krishna Kumari Upadhayaya and Mr. Shree Krishna Kandel jointly investigate vitality of humanized approach for fostering deeper student-teacher relationships; and Mr. Baburam Shrestha highlights problems faced by indigenous students, learning English in community schools and advocates the requirement of multilingual setting for effective learning. Moreover, Mr. Himan Rai discovers perceptions, challenges, roles and reasons of code mixing in ELT, and suggests some pedagogical implications for teachers, Ms. Ramita Deuja illuminates the potential of using diverse cultural knowledge in language learning process; and Mr. Basanta Raj Dhakal examines how a multifaceted approach helps foster vocabulary development to boost reading comprehension.

NELTA Bagmati Province Committee initiated this valuable task of journal publication four years ago to bridge the gap between the English language teachers and their strong wills to research and publication. After this initiative, the English language teachers and researchers have received a good placeholder. To address this issue, NELTA Bagmati annually publishes a notice of 'call for article' with publication guidelines and receives the article from interested researcher teachers. Some of the articles which don't meet the requirement for publication as found in the rigorous review process, are not published. Those found correctable are published with corrections according to the reviewers' feedback. Hence, we would like to state our apology for not being able to accept their articles under the requirements. We encourage them to try to publish again accomplishing the standard we require.

Despite our hard efforts for this publication, we still accept our weaknesses if there are any shortcomings. Since this is a part of our learning, we would like to express our commitment to reducing those errors of the past. We would also like to state that the authors would be responsible for the reliability of their articles.

Finally, we would like to thank and express our gratitude again to those who offered their valuable time and efforts to make this publication possible. Happy Reading!

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Literature Translation: Exploring Challenges, Ways of Overcoming Challenges, Opportunities and Translation Process

Dr. Lok Raj Sharma

Abstract

Literature, which comprises inscribed or articulated works to expose notions, feelings and imagination, serves as a reflection and exploration of human experiences through language. Translating literature is the convoluted task of altering inscribed or spoken words from one language to another one by preserving essence, style, cultural tinges and tone to make the translated versions easily accessible to a broader audience. The prime intent of this article is to explore multifaceted challenges, ways of overcoming the challenges, opportunities and the process of translating literature across languages. To attain this objective, the secondary qualitative data in lexes have been gathered from books and journal articles published between 1800 and 2021. The comprehensive overview of these data reveals that the meticulous and demanding endeavor of translating literature, marked by inherent challenges and opportunities, becomes a daunting and rewarding undertaking in translation when these challenges are surmounted through a conscientious adherence to the process of translation. The exploration of challenges, solutions, opportunities, and the translation procedure offers a holistic view of the dynamic forces at play in the intricate world of literary translation. Moreover, it provides readers with insights to appreciate the complex role of the literary translator and advocate for innovative solutions to promote the continual flourishing of this vital creative practice.

Keywords: *language, literature, translation, challenges, opportunities, translation process*

Introduction

The rising interest in translation tasks over the last few years is owing to the advent of multifarious phenomena of globalization, which fashioned open environs for enhancing societal, political, cultural and pecuniary networks (Moga, 2021). Translation empowers language to cross precincts and supports intercultural interchange and comprehension (Muñoz-Calvo, 2010). It plays a pivotal role in fostering global

communication and understanding by serving as a bridge between diverse cultures and languages. The significance of translation worldwide is underscored by its multifaceted impact on diplomacy, literature, business, technology, and more. In diplomatic contexts, translation facilitates communication between nations and international organizations, ensuring accurate and sincere exchanges crucial for successful negotiations and collaborations. Business and commerce heavily rely on translation for cross-border transactions, marketing, and global extension. Companies utilize translation services to localize products and services, ensuring effective communication with diverse consumer bases. The role of translation in business is evident in the success of multinational corporations that strategically adapt their content to different languages and cultures. Despite its necessity in diverse fields of human activities, this article just focuses on exploring challenges, solutions, opportunities and the literature translation process in general.

Literature translation is much more complex than other forms of translation as a translator is required to know more than a source language and a target language. Translating literary texts poses a significant challenge even for proficient translators because misapprehending the messages of source transcripts can lead to twisting the aesthetic facets of the literary works (Madkour, 2016). It is problematic as it challenges the translators to employ cognitive and metacognitive adroitness to comprehend ambiguities, connotation, and imagery. It is tough because failure to express the author's meaning can result in altering the creative attributes of that literary work (Newmak, 1988; Lefevere, 1992; Barnstone, 1995; Baker, 2000; Stubbs, 2001; Chanda, 2012; Munday, 2012; Rojo, 2015). Literary styles also diverge relying on each author's creativity. Consequently, retaining sensitivity to figurative language and the aptitude to reveal and reconstruct works of art support translators in translating creatively. Creative translators ameliorate the extension of translation as a fascinating art of exposure, a shift from obscurity into clarity, making the unfamiliar message of the original texts familiar to the readers of the intended language (Barnstone, 1995; Parrish, 2006; Shreve & Angelone, 2010; Schwieter, & Ferreira, 2014; Rojo, 2015; Nurmi, 2016). Similarly, misinterpreting the author's meaning leads to altering the aesthetic worth of literary texts (Newmark, 1988; Larson, 1998; Baker, 2000; Stubbs, 2001; Boase-Beier, 2011; Chanda, 2012; Munday, 2012; Lihua, 2014).

Language is a communication system that employs signs and symbols, such as words and gestures, and lexes to deliver meanings within a community of speakers. It is a system of communication that uses conventionalized signs, sounds, gestures, or marks to convey ideas or feelings and is used and understood by a community. In literature, translation enables the dissemination of literary works across linguistic boundaries, allowing readers worldwide to access and appreciate diverse literary traditions. Literature translation involves transmitting literary works from one language to another, considering the original text's cultural and linguistic nuances. It requires a delicate balance between faithfulness to the original script and the translation of the target cultural notions. Despite the challenges, translation remains essential to making global literature accessible and fostering cultural exchange. In recent years, advancements in

technology and the rise of translation studies as an academic discipline have provided new approaches to literary translation and opened up opportunities for collaboration among translators, scholars, and researchers. In today's globalized world, literature transcends borders and reaches diverse audiences. Translating literature from one language to another is challenging, and it necessitates a profound comprehension of the source language along with and the target language. It requires the ability to convey the soupçons and cultural perspectives of the original works. Despite these obstacles, translation is an interesting and rewarding task in which words are set in motion in literature translation. This article is substantial to those who aspire to be engaged in translation. If they have a sound understanding of challenges, overcoming these challenges, opportunities and the translation process before initiating the translation task, their understanding of these aspects will make them proficient translators.

Literature Review

Language and Literature

Language is a multiplex and dynamic system of communication, primarily consisting of a structured set of rules, vocabulary, and grammar that enable humans to express thoughts, ideas, and emotions through spoken or written words. Three chief functions of language are expressive, informative, and vocative ones (Jakobson, 1967). Language keeps changing with the changing time. It also changes according to the changes in the society to meet the growing requirements of the society. It is a means of establishing human relations (Varshney1994), a dynamic form of preserving and transmitting culture (Verma & Krishnaswamy (1999), and a mode of cultural transmission (Hockett, 1958). It is used for social interactions (Nicholas, 1982), and innovative utterances (Yule, 1997). Language of literature is different from the language of ordinary communication. It is a deviated language. It is full of figures of speech. It is simply uttering a statement in a new way that is not plain (Mallik, 2010). It is a digression from the usual form of expression to yield an influential effect (Wren & Martin, 1981; Corbett, 1990). Literature is a collection of written works, including prose, fiction, drama and poetry, which are an art form, expressing ideas of permanent or universal significance. It encompasses a wide range of creative and intellectual expressions, reflecting human culture, values, and imagination. It is a diverse and rich body of written works that captures the essence of human creativity and expression across various genres and forms. Literature allows students to interrogate, interpret, associate, and explore (Custodio & Sutton, 1998). It is fundamentally a manifestation of life exploiting language (Hudson, 2002) and the life in the words of veracity and beauty (Long, 1998). It is a written documentation of man's emotions, spirit, thoughts, and aspirations. Literary translation is grounded more on peoples' dogmas and self-image than relational contact (Anderson, 1999). It can be taken at the interconnection of content, text, context and intertext since it honestly designates cultural and historical facets of certain societies in an effort to form human psychological deportment and social convictions through the artful usage of rhetorical language or linguistic operation in a variability of sociocultural contexts (Kristeva, 1980 ; Worton & Still, 1990; Plett, 1991),

and translation is taken in terms of accuracy, equivalence and fidelity (Lefevere, 1992; Toury, 1995; Simon, 1996). A number of research studies have discussed archetypal characteristics of literary texts (Venuti 1996; Pilkington 2000; Berman, 2000; Stockwell, 2002; Katan, 2015). Literary texts relish high social esteem, and normally aim to incite emotions to amuse rather than impact or apprise. Their denotations may be abstruse and impalpable, and they may use rhythmical language that privileges language form in case of word-game or rhyme (Jakobson, 1988).

Genres

Literature is rich in its contents and forms. The type of genre is valuable for the scrutiny and evaluation procedures. Genre fixes texts with the macro-context of the language and cultural communal community in which texts remain embedded (House, 1997). Poetry, prose, fiction and drama are the major forms of literature. These forms are called genres. A genre is a literary type (Cuddon, 1999). Poetry, a flexible genre of literature, is the art, yoking pleasure with actuality by recollecting imagination to the assistance of reason (Johnson, 1956), an elucidation of life through imaginings and feelings (Hudson 2002), a melodic thought (Carlyle, 1956), and the spontaneous overflow of powerful feeling (Wordsworth, 1800). It has some fairly distinct features which discriminate it from other kinds of discourse. It reorganizes syntax, creates its own vocabulary, spontaneously mixes registers and produces its own punctuation (Lazar, 2009). It provides the one permissible way of saying one thing and meaning another (Frost, 1957). Verses regularly challenge readers, questioning them to interpret symbols, lexes, phrases, and images, adjoined in striking ways (Pugh & Johnson, 2018). It is very tough to translate metrical poems from one language to another in case of maintaining rhymes, rhythm, alliteration, and so on.

The domain of short fiction equally mirrors and brightens human lives (Sage, 1987), and provides more creative, coded, and challenging texts that necessitate personal exploration maintained by prior knowledge (Arıoğul, 2001). A novel helps the readers master the abilities that will empower them to obtain information, process this understanding, identify problems, formulate choices, and arrive at significant, thoughtful, operative decisions and resolutions (Helton, Asamani, & Thomas, 1998). A translator may face problems in creating the tone and mood of the characters in another language. Drama exposes the students to the target customs and the social complications a society might be experiencing (Mengü, 2002). It increases empathy and cognizance of others (Lenore, 1993). Presenting the characters' interactive styles and their contextual situations in another language and contexts is a daunting task. Prose is most often meant to designate a consciously shaped writing (Harmon, 2009). It is a direct, unadorned form of language. However, there are diverse forms of prose (Cuddon, 1999). The prose-translators must be capable of reading, comprehending and adhering to somebody else's opinions, then translating them precisely, completely and without exclusion. If they are capable to ensure so, the readers will acquire the original meaning (Haque, 2012). Every genre has specific peculiarities, and the translators must have the capacity to translate them from one language to another without losing their peculiarities, essence and contextual charms.

Translation

Literary translation generally focuses on the translation of any type of literary work, including novels, short stories, poetry, plays and essays, whereas literature translation may have a broader focus that includes both literary works and non-literary texts related to literature, such as literary criticism, essays on literary theory, or historical texts about literature, and so on.

Translation is converting text or speech from one language to another without losing the meaning and context of the original content. It is execution the sense of a text into a different language (Newmark, 1988), replacing the textual material of a basis language with an intended language (Catford, 1965), and rewriting the message confined in the basis language into the intended language to find out similarities (Nida & Taber, 1974). Nida and Taber's definition of translation is quite similar to what Catford mentions. A similar concept regarding translation is expressed by Larson (1984), who assumes translation as transporting the sense of the basis language into the receptor language. Translation is done to facilitate announcement and comprehension between speakers of diverse languages. It bridges the gap between languages, carrying the meaning of a message from one tongue to another.

Translating literature often involves navigating cultural contexts and idiomatic expressions that may not have a direct equivalent status in other languages. This requires the translator to either find apt alternatives or provide explanatory notes to sustain the original meaning and tone of the work. Literary works often employ various poetic and literary devices that may not be translated well into other languages. Translators must find ways to adapt these devices while maintaining the original work's overall aesthetic and emotional impacts. Translation as a cerebral science comprises wide linguistic and cultural understanding of the source and target languages (Bassnett, 2002; Baker, 2005; Pym, 2010; Munday, 2012, House, 2014; Shirinzadeh & Mahadi, 2014). Translating literary texts necessitates understanding and inferring the texts by concentrating on the written and referential levels of source texts (Newmark, 1988). By translating literature into multiple languages, authors and publishers can reach a broader audience and introduce readers to new voices and perspectives. This enriches the literary milieu and fosters cultural exchange and understanding. Literary translation creates universal communication and engrosses the readership's curiosity in nurturing cultural awareness (Moga, 2021). It is an intricate and stimulating phenomenon at the boundary of two literary writings and two cultures. Translators play a crucial role in overall communication by advocating for language multiplicity and preserving cultural identity (Cronin, 2006).

Challenges in Translating Literature

Through an extensive overview of secondary qualitative data garnered from books and journal articles, some of the striking challenges in translating literature include linguistic distinctions, cultural sensitivity, preserving the authorial voice, historical and

contextual references, linguistic inequivalence, artistic dilemma, linguistic challenges, lack of resources, and lexical and semantic differences, time and cost. One of the key challenges in translating literature is to confirm the original meaning and style of the work are well-preserved in the intended language.

Languages carry cultural and historical belongings, and capturing the subtleties and distinctions of the source text can be daunting. Literature is deeply embedded in cultural contexts, and translators must be attuned to the cultural intricacies of both the source and translated languages (Booth, 1993). Misinterpretations can lead to the loss of crucial cultural elements, impacting the overall meaning and resonance of the work. Translators must negotiate the gap between cultures, identifying the cultural codes implicit in the source language and rendering them in a way that resonates with the target audience (Venuti, 1995). Maintaining the author's voice is a delicate challenge. Translators face the dilemma of maintaining the author's voice while ensuring that the translated work is stylistically appropriate for the target audience (Lefevere, 1992). Translators must strike a balance between conserving the tone and unique style of the source text and ensuring readability and cultural relevance in the translated version. Some literary works are steeped in historical or contextual references that may be unfamiliar to readers in another language. Translating intertextual references involves linguistic transfer and recreation of the cultural and literary context (Hermans, 1985). Translators must provide adequate contextual information without compromising the flow of the narrative. Capturing the tinges of meaning, rhythm, and rhyme inherent in the original language presents a constant obstacle. Translators grapple with the challenge of reproducing the richness of meaning inherent in a text, especially when it relies on linguistic ambiguity (Bassnett, 2014). Direct equivalents for puns, metaphors, and idiomatic expressions may not exist, so it forces the translator to navigate a delicate balance between literal accuracy and creative adaptation. Translating literary devices like poetic meter, figurative language, and narrative voice presents a daunting task. Translators of poetry must be not only wordsmiths but also musicians, attuned to the cadence and tune of the source script (Quine, 2006). Preserving the author's unique style and artistic vision demands not just linguistic proficiency but also a deep understanding of literary techniques and artistic expression. Translators must be proficient in both the original and translated languages as well as any specialized terminology related to the subject matter.

In some cases, there may be insufficient resources, such as dictionaries or specialized glossaries, to assist translators in their work. Different languages have unique vocabularies and tinges in meaning. A skilled translator must be able to identify the appropriate equivalents for each word and phrase, taking into consideration the context and connotations of the source text. This can be a complex task, as some concepts may not have direct translations or may be expressed differently in the target language. Literary translation can be time-consuming and costly, especially when dealing with lengthy works or a complex subject matter.

The challenges in translating literature are numerous and multifaceted, involving linguistic, cultural, and artistic considerations. Translators must be equipped with a profound comprehension of both the original and translated languages, cultures, and literary traditions to navigate these challenges successfully.

Overcoming the Challenges in Translating Literature

Challenges of translating literature can be overcome through maintaining the original tone of the source author, using culturally specific expressions, preserving the original meaning and style, handling idiomatic expressions and cultural references, overcoming linguistic differences, ensuring readability and clarity, collaborating with native speakers, researching cultural context, employing creative adaptation, reviewing and revising, and utilizing translation tools.

Translators need to have excellent insights into literature and subject-matter expertise to maintain the original tone of the source author. The translated words should not be too literal or too exaggerated compared to the original. Translators should keep the names of the characters the same as the original. They should add a footnote if they find equivalent fictional characters in the intended language's culture. One of the primary challenges in translating literature is ensuring that the gist and stylistic facets of the original work are accurately conveyed in the envisioned language. This requires a deep understanding of both languages and their respective literary traditions. Literature often contains idiomatic expressions and cultural orientations that may not retain direct parallels in other languages or may not be familiar to readers in the desired language. Translators must find apposite equivalents or provide explanations to help readers understand these elements. Each language has its unique grammar, syntax, and vocabulary, which can pose challenges for translators. They must be able to adapt their translations to fit the conventions of the anticipated language while upholding the original meaning and style. A successful translation should be uncomplicated for readers in the translated language to apprehend and engage with. Translators must ensure that their translations are clear, concise, and free from jargon or technical terms that may be unfamiliar to readers. Working with native speakers of the target language can help guarantee that translations are precise and culturally apt. They can provide valuable insights into the nuances of the language and offer suggestions for improving the translation. To accurately translate idiomatic expressions and cultural references, translators must conduct thorough research into the cultural background of the original piece.

This can involve studying historical documents, consulting with experts, or even travelling to the regions where the literature was originally written.

When direct translations are not possible, translators must be willing to adapt the original text to fit the practices of the target language. This may involve rephrasing sentences, reordering elements, or even rewriting entire passages. Translating literature is a complex and iterative process. Translators should be prepared to review and revise

their work multiple times to ensure that it accurately captures the style, meaning and tenor of the original text. While no translation tool can perfectly capture the meaning and style of a literary work, it can be helpful in aiding translators by providing suggestions for word choices and grammatical structures. However, translators must still exercise their judgment when selecting the most appropriate translations. Addressing the challenges of literary translation can involve boosting translators' creative abilities as potential solutions (Scott, 2004; Wilson, 2005; Treffinger, Schoonover, & Selby, 2012; Yingxue, 2013; Moghadas, & Sharififar, 2014).

Overcoming the challenges in translating literature demands a strategic approach that goes beyond linguistic proficiency, involving a profound apprehension of cultural contexts and creative solutions to preserve the essence of the original work.

Opportunities in Translating Literature

Challenges give birth to opportunities. There are a number of opportunities in translating literature, such as cross-cultural enrichment, literary diversity, innovation in translation, cultural exchange, literary enrichment, artistic innovation bridging the divide, promoting collaboration, investing in technology, raising awareness, specialization, cross-cultural understanding, expanding readership, enhancing literary studies, technological advancements, promoting shared values, translating literary texts a teaching tool, and creation of market opportunities.

Translating literature opens doors to cross-cultural exchange, fostering a deeper understanding of diverse societies, traditions, and perspectives. Translation acts as a way for cultural exchange, stimulating empathy and comprehension across linguistic and cultural boundaries (Steiner, 1975). Literary translation serves as a bridge, bringing different cultures into dialogue and cherising a deeper understanding of the diversity of human experience (Bassnett, 2014). Readers gain access to a global literary landscape, enriching their cultural awareness. It promotes the dissemination of diverse voices and narratives. It allows readers to explore literature beyond linguistic borders, offering a mosaic of perspectives contributing to a more inclusive and interconnected global literary canon. Translation plays a crucial role in maintaining linguistic diversity and promoting the coexistence of multiple languages in a globalized world (Baker, 2011).

Advancements in translation technologies, collaborative efforts, and interdisciplinary approaches contribute to innovative translation practices. Creative translation involves not only linguistic fidelity but also the adaptation of literary forms to resonate with the aesthetic expectations of the target culture (Tymoczko, 1999). Literary translation transcends linguistic barriers, allowing readers to engage with diverse perspectives, values, and experiences. It fosters cultural understanding by bridging the gap between communities and promoting empathy and cross-cultural dialogue. Translations enrich the literary landscape by introducing new voices and genres to wider audiences. They broaden our understanding of human stories and emotions, expanding our creative horizons and challenging established literary norms.

Translation enables texts to reach readerships that may not have access to the original language, thereby expanding the intellectual and literary impact of the work (Venuti, 1998).

The process of translation itself can be a catalyst for artistic creativity. Translators, through their interpretative choices, become co-creators, reinterpreting and reimagining the original work for a new audience, potentially contributing to new literary forms and expressions. Fostering dialogue and collaboration between translators, authors, and cultural experts can facilitate knowledge sharing and enrich translation. Utilizing advancements in machine translation and digital tools can assist translators in overcoming linguistic hurdles, allowing them to focus on the artistic and cultural nuances of the text. Promoting public awareness about the challenges and significance of literary translation can garner support for translator compensation, educational initiatives, and publishing endeavors in underrepresented languages.

Advancements in technology and collaboration have opened up new opportunities for literary Translation: As translation studies become more established as an academic discipline, translators can benefit from a growing body of research and resources, as well as collaboration with other professionals in the field. Literary translation promotes cross-cultural understanding by exposing readers to different perspectives and ways of life, fostering a more inclusive and globally aware society. By translating literature into multiple languages, authors can reach a broader audience and share their work with readers worldwide. This not only increases the visibility of the original work but also fosters cultural exchange and understanding between different societies. Translated literature can provide cherished insights into the cultural and historical context of the original work. By studying translated texts, scholars can better understand the author's intentions and the societal influences that shaped their work. This can lead to a more widespread and meticulous analysis of literary works. The rise of machine translation tools and natural language processing has opened new possibilities for translating literature. While these tools may not yet to capture the nuances of human translation fully, they can be used as valuable resources to support translators and facilitate the translation process. Translation is an operative way to endorse shared values among diverse cultural and ethnic clusters while also emphasizing and celebrating cultural diversities.

When we translate an item of literature into an innovative language, it can supplement great value and enhance that language. When cultural concepts are translated, and novel terms and notions are annexed to the language. Rendering books into manifold languages rejuvenates and revives literature. The more rendered literature we devise access to, the more we can test with the literature in our innate language. Translation aids as a teaching device as well. Massive markets are being exposed in the realm of literature, and fictional translation encourages this even more. When the literary writings from primeval and unexplored areas is translated, the world better comprehends the area and its cultural aspects. Translating literature presents numerous opportunities beyond linguistic transfer, encompassing cultural enrichment, global dissemination, and fostering cross-cultural understanding.

Process of Translating Literature

Three stages for attaining efficacious literary translation involve detecting the translation complications through text analysis, instigating translation procedures to resolve the problems, and appraisal of the worth of the translation (Newmark, 1988). Translating literature across languages is a complex and rigorous process that entails a deep grip of both the original and intended languages. A general process involves reading and grasping the source text, mastery of source and target languages, cultural competence, cultural sensitivity, target audience, research and reference, considering genre, initial draft, balancing fidelity and fluency, revision and refinement, peer review, author collaboration (if possible), editing and proofreading, final review, and publishing.

Translating literature involves not only conveying the meaning but also capturing the aesthetic qualities and nuances that define the author's voice (Eco, 2003). Translators should begin by thoroughly reading and understanding the source text. They should gain a deep comprehension of the author's tenor, style, cultural references, and the overall context of the work. They must be highly proficient in both the original and desired languages to precisely convey the meaning, the chicness, and the tone of the source work. They need to be culturally competent in both the original and translated languages. They must grasp the linguistic and cultural nuances, identify literary devices, and comprehend the author's intent to ensure an accurate rendering in the target language (Venuti, 2004). They should understand cultural differences, idioms, historical references, and social contexts that are crucial for conveying the intended meaning. They act as mediators, making choices that impact the reception of the manuscript on the translated language (Lefevere, 1992). In a comparatively relative literature context, translators require to comprehend the cultural position of the original text to pursue pertinent similarities in the translated literature (Lefevere, 1992). They must be mindful of cultural differences and avoid perpetuating stereotypes or misrepresenting cultural nuances. They must navigate the cultural gap, adapting cultural references and idioms to make them meaningful and relatable to the target audience (Hermans, 1985).They have to consider the readers of the translated work and tailor the language accordingly, ensuring it's appropriate and engaging for the intended readership. They should extensively research the cultural, historical, and literary aspects of the source text. They have to refer to dictionaries, glossaries, and other resources to ensure accuracy. They need to identify genres and translate accordingly. They should produce an initial draft that captures the essence of the original text while adapting it to the linguistic and cultural norms of the target language and focus on conveying meaning rather than providing a literal translation. A good translation strikes a balance between fidelity to the original text and intelligibility in the intended language. Maintaining linguistic fidelity is so essential that "translators must navigate the challenges of maintaining accuracy while ensuring fluency and naturalness in the target language (Baker, 2011). This can be a tricky tightrope to walk. Sometimes, literal translations might sound awkward or unnatural in the target language, necessitating creative adaptation while staying true to the original intent. They must revise the initial draft and refine

the language and structure to ensure clarity and fluency in the translated language. They must pay attention to stylistic elements to maintain the author's voice as much as possible and have the translation reviewed by peers or other language experts to gain feedback and insights. They must engage in self-reflection and seek feedback to ensure the accuracy and effectiveness of the translation (Quine, 2006). This step helps identify potential issues and ensures a more accurate and culturally appropriate translation.

Sometimes, they may collaborate with the original author to clarify ambiguities, discuss interpretations, and ensure that the translated work aligns with the author's intentions. They had better conduct thorough editing and proofreading to catch any grammatical errors, typos, or inconsistencies. This step is crucial for producing a polished and professional translation. They ought to conduct a final review of the translated work to ensure that it faithfully represents the source text while resonating with the ethnic and linguistic nuances of the target audience. Once the translation is finalized, the work can be published and available to the intended audience. The progression of translating literature is a dynamic and intricate journey that involves careful analysis, decision-making, linguistic transfer, and cultural adaptation.

Materials and Methods

The materials and methods section of the article utilized a qualitative approach, focusing on exploring data in the form of words to probe into the intricate realm of literature translation. Secondary data, collected from related books and journal articles published between 1800 and 2021, provided a comprehensive foundation for the study. The data collection process involved an exhaustive overview of translation challenges, overcoming challenges, opportunities, and the overall process of translation. This approach ensured a holistic apprehension of the subject area and topic. In the pursuit of a thorough analysis, iterative concepts were pinpointed and meticulously examined.

Conclusion

Translating literature across languages is a challenging but essential endeavor that contributes to the richness of global literary discourse. It is not merely transferring words but rather a vibrant arras woven from language, culture, and artistic expression. By acknowledging the inherent challenges and embracing the vast opportunities, translators can continue to celebrate the enriching role of literary translation in bridging cultural divides and fostering a more interconnected and empathetic world. Translating literature across languages presents numerous challenges, such as linguistic distinctions, cultural sensitivity, preserving the authorial voice, historical and contextual references, linguistic inequivalence, artistic dilemma, linguistic challenges, lack of resources, and lexical and semantic differences, time and cost. However, these challenges can be overcome by maintaining the original tone of the source author, using culturally-specific expressions, preserving the original meaning and style, handling idiomatic expressions and cultural references, overcoming linguistic differences, ensuring readability and clarity, collaborating with native speakers, researching cultural context,

employing creative adaptation, reviewing and revising, and utilizing translation tools. Challenges also offer numerous opportunities for cross-cultural enrichment, literary diversity, innovation in translation, cultural exchange, literary enrichment, artistic innovation bridging the divide, promoting collaboration, investing in technology, raising awareness, specialization, cross-cultural understanding, expanding readership, enhancing literary studies, technological advancements, promoting shared values, translating literary texts a teaching tool, and creation of market opportunities. Such opportunities can be entertained if a translator follows the translation process which includes reading and understanding the source text, mastery of source and target languages, cultural competence, cultural sensitivity, target audience, research and reference, considering genre, initial draft, balancing fidelity and fluency, revision and refinement, peer review, author collaboration, editing and proofreading, final review, and publishing. By recognizing and addressing these challenges and following the translation process, translators can enjoy the opportunities and be proficient contributors to the global literary landscape.

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Teaching Strategies for Students with Language and Communication Disorders in EFL Classrooms

Bishnu Kumar Khadka

Abstract

Communication is essential in education, serving as the foundation for both learning and interaction. When communication is hindered, it creates obstacles in the teaching and learning process.This paper aims to delve into the vital role of language within inclusive English as a Foreign Language (EFL) classrooms, particularly concerning students with language and communication disorders. It seeks to introduce fundamental concepts related to the communication process and the presence of language and communication disorders. Additionally, it examines various types of language and communication disorders as part of a conceptual overview, drawing upon secondary sources of data analysis derived from systematic literature reviews of research reports, scholarly journal articles, books and reflective reports. Exploring the intricate nature of language and communication disorders, this paper offers comprehensive insights into their definitions, classifications, and underlying factors. Through a thorough review of literature and analysis, it assesses the challenges associated with effectively educating these students within inclusive educational settings. Moreover, it explores evidence-based practices and interventions tailored to support their academic, social, and emotional growth. By drawing upon current research and best practices in the field, this paper provides practical guidance for educators in EFL classrooms. It underscores effective instructional strategies, differentiated teaching methods, assistive technologies, and collaborative approaches aimed at fostering the success of students with language and communication disorders. By addressing their varied needs and fostering their language development, communication abilities, literacy, and social interaction, educators can create inclusive settings where all students, including those with language and communication disorders, can thrive both academically and socially in the EFL classroom.

Keywords: *teaching strategies, language and communication disorder, EFL classroom, differentiated instruction, assistive technologies, inclusive pedagogy*

Introduction

Communication refers to the transmission and reception of messages, information, ideas, or emotions. It includes not only the physical act of speaking and the symbolic aspects of language but also any behavior or action that conveys a message (Reed, 2018). Therefore, communication is a broad term that extends beyond human interaction, incorporating various forms found in both human and non-human contexts. It involves the exchange of messages, information, ideas, or feelings between individuals or entities. Human communication typically uses language, a system of symbols and rules enabling people to convey meaning, including spoken, written, and sign language. However, communication also includes non-linguistic forms, such as gestures, facial expressions, body language, touch, and other non-verbal methods to convey meaning.

Unlike other species, humans have a highly developed and intricate linguistic system that allows for communication through voluntary vocalizations. Language is essential in human communication, enabling us to express a wide array of messages, thoughts, and emotions. Thus, it is generally defined as the voluntary vocal system of human communication. For humans, language is the primary means of communication, arising from complex interactions among cognitive, physiological, psychological, and sociological factors. Consequently, communication is a broad term encompassing both linguistic (speech and language) and non-linguistic (extra-linguistic) forms. Reed (2018) explains that speech is the oral expression of language, involving the sensorimotor processes by which individuals reproduce coded symbols stored in their central nervous systems for others to hear (p. 5).

Language acquisition and usage result from complex interactions among cognitive, physiological, psychological, and sociological factors. Understanding and producing language involves intricate cognitive processes like memory, perception, attention, and problem-solving. Physiologically, language production depends on the coordination of various motor and sensory systems, including the vocal apparatus and auditory perception. Psychological factors such as language processing and comprehension also play a crucial role in how language is used and understood. Additionally, sociological factors, such as cultural norms, social interactions, and societal expectations, shape language use within a community or group. Consequently, disorders in language and communication impact not only education but also the overall personality of individuals. Therefore, it is essential to introduce the various aspects of language and communication disorders and discuss their types and conceptual phenomena (Reed, 2018).

Inclusive EFL classrooms strive to meet the varied needs of all students, including those with language and communication disorders. In this connection, this paper seeks to investigate the challenges of educating students with these disorders in inclusive environments. By exploring the definitions, classifications, and underlying factors of language and communication disorders, along with evidence-based practices and interventions, this paper aims to offer practical guidance for educators to support the academic, social, and emotional development of students with language and communication disorders in EFL classrooms.

Methodology

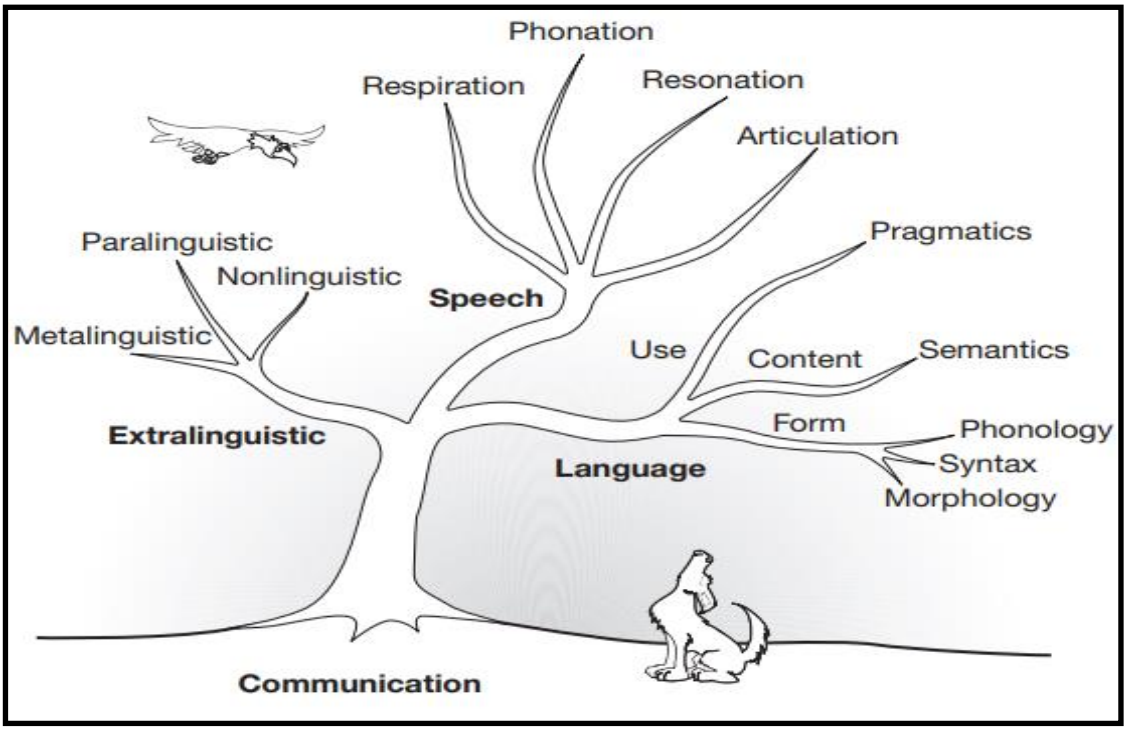
` This paper is grounded in a review of existing literature on language and communication disorders within educational contexts, specifically focusing on inclusive EFL classrooms. The review includes an analysis of peer-reviewed articles, books, reports, and other scholarly sources such as Reed (2018), Robb (2020), Jung (2015), Freed (2020), Hegde and Freed (2022), Richardson and Dalton (2018), Snow and Douglas (2017), World Health Organization (1977), American Speech-Language-Hearing Association (1993), Individuals with Disabilities Education Act (IDEA) (2004) to identify the current knowledge in the field. Additionally, systematic data analysis is conducted to gather relevant information about the types, definitions, classifications, underlying factors, and associated challenges of language and communication disorders in teaching and learning. Overall, the research methodology used in this article aims to offer a comprehensive understanding of language and communication disorders in inclusive EFL classrooms.

Reviews and Discussion

While language is a fundamental aspect of human communication, it is important to recognize that communication extends beyond just linguistic elements. Spoken languages consist of five components: phonology, semantics, syntax, morphology, and pragmatics. As Reed (2018) explains, communication includes both linguistic (speech and language) and non-linguistic elements. Speech specifically refers to the oral expression of language, involving the sensorimotor processes that allow individuals to reproduce coded symbols stored in their central nervous systems, making these symbols perceivable and understandable to others. Non-linguistic communication encompasses the use of non-verbal cues such as body language, facial expressions, gestures, touch, and other forms that do not primarily rely on linguistic symbols. These non-verbal elements significantly contribute to conveying meaning, emotions, and intentions, often complementing or even surpassing linguistic aspects in importance. Figure 1 below illustrates the components of communication and their interrelationships, including speech, language, paralinguistics, non-linguistics, metalinguistics, and communication.

Figure 1

Communication Concept



Source: Reed (2018)

The capacity to learn language is considered an innate human ability. Infants are born with the necessary biological and cognitive foundations for language acquisition. However, merely having this capacity does not ensure that infants will automatically use language. They must be exposed to and learn the specific language or code of their linguistic community (Reed, 2018). Language acquisition is a complex process involving the mastery of grammar, vocabulary, and the rules of a particular language. Infants begin by recognizing and differentiating the sounds and patterns of their native language(s). Through exposure and interaction with caregivers and their linguistic environment, they gradually develop and refine their language skills.

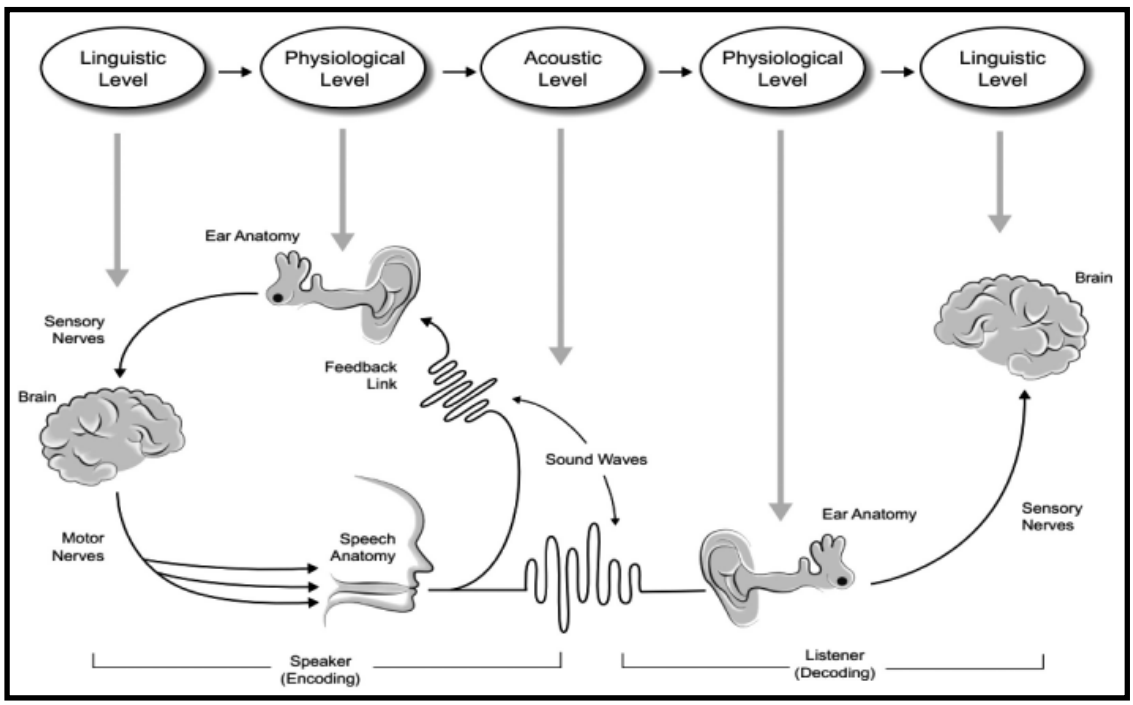
In the realm of communication, it can be conceived as a sequential process comprising a sender (encoder), a message, and a receiver (decoder). The sender initiates communication by translating their thoughts, concepts, or emotions into a message, which the receiver then interprets to grasp its significance. Throughout this process, feedback plays a crucial role, enabling clarification, validation, or further exchange of information between the sender and receiver. Feedback manifests through both verbal and non-verbal cues, constituting a fundamental element of effective

communication. Denes and Pinson (1973) proposed the speech chain model, which delineates communication across three tiers: linguistic, physiological, and acoustic. The linguistic tier involves the encoding and decoding of language and its meaning. The physiological tier encompasses the physical mechanisms involved in speech production and perception, including vocal apparatus coordination and auditory reception. Lastly, the acoustic tier pertains to the transmission and reception of sound waves that convey the message from the sender to the receiver (Denes & Pinson, 1973).

The speech chain model delineates the successive phases of speech encoding. It commences at the linguistic level, where the message undergoes organization within the brain. Subsequently, the physiological level engages motor nerves and muscles to articulate the intended speech. The acoustic level denotes the sound waves emitted by the speech, which others can perceive. Moreover, a feedback or side link exists where individuals listen to their own voices to ascertain the congruence between the intended message and the spoken one (Robb, 2020). The process of communication, or speech chain, is further elucidated in Figure 2.

Figure 2

Process of Communication



Source: Robb (2020, p. 7)

As per the speech chain model, the initial phase is the linguistic level, where the message undergoes organization within the brain. This phase encompasses the cognitive processes involved in formulating thoughts and determining the content of the message (Robb, 2020). Subsequently, upon determining the linguistic message, the physiological level is engaged. Here, motor nerves controlling muscles essential for speech production, such as those in the lips, tongue, and jaw are activated. These muscles work in coordination to articulate the sounds and words of the intended message (Robb, 2020). The final link in the speech chain is the acoustic level, where the uttered words transform into airborne acoustic signals perceivable by others. The sound waves generated by speech propagate through the air, reaching the listener's ears for decoding and interpretation (Robb, 2020). Moreover, the speech chain model acknowledges a feedback or side link in the speech encoding process. When individuals speak, they naturally engage in self-listening, enabling them to compare the spoken message with the intended one. This self-monitoring facilitates adjustments and corrections if any disparity arises between the intended message and its verbalization (Robb, 2020).

Disorders within the communication or speech chain typically result in language and communication disorders more broadly. Language and communication disorders encompass a range of conditions affecting an individual's capacity to understand, produce, and utilize spoken or written language effectively. Communication disorder refers to a condition wherein an individual experiences difficulties with speech and language, hindering effective communication (Gleason, 2001, as cited in Zebron et al., 2015, p. 18). Similarly, the Individuals with Disabilities Education Act (2004) asserts that communication disorders, such as stuttering, impaired articulation, language impairment, or voice impairment, can significantly impact a child's educational performance (as cited in Sun & Wallach, 2014, p. 27).

These disorders, which may manifest as challenges in speech, language, and social communication, can arise from various factors including genetic predispositions, environmental influences, developmental delays, brain injuries, hearing impairments, or neurological conditions. According to the American Speech-Language-Hearing Association (1993), a communication disorder is characterized by difficulties in receiving, sending, processing, and understanding concepts across verbal, nonverbal, and graphic symbol systems. This disorder is further delineated into speech and language disorders, each with specific disability types (Jung, 2015, p. 224). It's worth noting that many students may present with multiple communication disorders, often with overlapping speech and language impairments.

Speech Disorder

A speech disorder refers to oral, verbal communication that deviates significantly from the norm, making it noticeable or hindering communication. These disorders are categorized into articulation, fluency, and voice disorders (Bauman-Waengler, 2015, p. 4). Problems in speech disorders may involve articulation, fluency, voice quality, or

resonance, affecting oral, verbal communication to the extent that it disrupts effective communication. Speech disorders can be found in both children and adults and may stem from various causes, including developmental issues, neurological conditions, structural abnormalities, hearing loss, or psychological factors. The severity of speech disorders can vary, impacting communication and social interactions to different degrees. Speech-language pathologists (SLPs) are experts in diagnosing and treating speech disorders. They assist individuals in enhancing their articulation, fluency, or voice production through diverse therapeutic techniques, exercises, and strategies.

Motor Speech Disorders

Motor speech disorders are a category of speech disorders caused by damage to the central nervous system (including the cerebral hemispheres, cerebellum, brainstem, and spinal cord) or the peripheral nervous system (nerves connecting the brainstem or spinal cord to and from muscles) (Weismer & Brown, 2021). These disorders are primarily divided into two main types: Apraxia of Speech and Dysarthria.

Apraxia of Speech (AOS). Apraxia of Speech (AOS) is a motor speech disorder marked by deficits in planning and programming speech movements (McNeil et al., 2017). While the general movement disorder apraxia has been studied for over a century (Liepmann, 1900), the term "apraxia of speech" was coined in the late 1960s (Hegde & Freed, 2022, p. 47). It is defined as an articulatory disorder caused by brain damage, which impairs the ability to program the positioning of speech musculature and sequence muscle movements for voluntary phoneme production, without significant weakness, slowness, or incoordination in reflex and automatic acts. Prosodic alterations may accompany the articulatory problem, possibly as a compensatory mechanism (Darley, 1969). AOS is primarily characterized by a generally slowed rate of speech, slow and distorted movements during phoneme, syllable, and word production often perceived as phoneme substitutions, and prosodic errors.

Dysarthria. Dysarthria refers to a condition where speech movements are impaired in speed, force, range, direction, and timing due to damage to the central and/or peripheral nervous system (Orange, 2009 as cited in Bambini & Ceroni, 2021, p. 438). The term "dysarthria" literally means a disorder of articulation (with "dys" meaning disorder and "arthria" meaning to speak clearly). It is more than just an articulation deficit; it is a speech production disorder caused by neuromotor damage to the central or peripheral nervous system and can involve deficits in respiration, phonation, resonation, prosody, and articulation (Freed, 2020). Dysarthria and apraxia of speech are both categorized as motor speech disorders because they affect the normal neuromotor execution of speech (Hegde & Freed, 2022, p. 79). According to Hegde and Freed (2022), dysarthria is not a single disorder but an umbrella term covering seven subcategories: i) Flaccid Dysarthria (due to damage to cranial or spinal nerves involved in speech production); ii) Spastic Dysarthria (from bilateral damage to upper motor neurons); iii) Unilateral Upper Motor Neuron Dysarthria (from

upper motor neuron damage restricted to one side of the central nervous system); iv) Ataxic Dysarthria (associated with damage to the cerebellum or its neural tracts); v) Hypokinetic Dysarthria (characterized by deficits in prosody, articulation, phonation, and respiration); vi) Hyperkinetic Dysarthria (caused by involuntary movements that interfere with speech production); and vii) Mixed Dysarthria (the most common type, resulting from damage to multiple parts of the motor system) (Duffy, 2020; Freed, 2020).

In summary, motor speech disorders are a group of speech disorders arising from neurological damage or disease, affecting the control, planning, and execution of speech movements. These disorders impact the ability to produce speech sounds, control speech timing and rhythm, or coordinate articulatory movements. Treatment varies by disorder type and severity, with speech-language pathologists employing approaches such as muscle-strengthening exercises, training to enhance speech coordination and timing, and technology-based interventions to improve communication abilities.

Fluency Disorders

The concept of 'fluency' pertains to the smooth and effortless flow of speech, incorporating various features such as (1) the speed at which a person speaks, (2) the pauses that may occur within or between words, (3) the stress placed on different syllables or words, and (4) the intonation used by the speaker (Robb, 2020, p. 116). Conversely, 'disfluency' refers to disruptions or breakdowns in this flow of speech. When disfluencies exceed the normal range, they are considered fluency disorders, characterized by impaired fluency. These disfluencies disrupt the typically smooth and rhythmic nature of speech. The primary types of fluency disorders are stuttering, neurogenic stuttering, and cluttering (Hegde, 2018a, 2018b as cited in Hegde & Freed, 2022, p. 341). While all disfluencies disrupt fluency, some speech-language pathologists (SLPs) distinguish between stuttered and nonstuttered disfluencies. This distinction suggests that certain disfluencies are specific to the speech of individuals who stutter and are not present in normally fluent speakers. There are three main types of fluency disorders: stuttering, neurogenic stuttering, and cluttering, which can be further elaborated upon.

Stuttering. The World Health Organization (1977) defines stuttering as a disorder affecting the rhythm of speech, where individuals know precisely what they want to say but are unable to due to involuntary repetitions, prolongations, or cessations of sounds (as cited in Robb, 2020, p. 121). People who stutter often avoid specific words, certain speaking situations, and particular conversational partners. This avoidance behavior is well-documented and tends to be more pronounced in adults compared to children, although even preschoolers who stutter can exhibit significant avoidance behaviors (Hegde & Pomaville, 2017). Adult stuttering is a continuation of childhood stuttering, while neurogenic stuttering typically begins in adulthood. The prevalence of stuttering in preschool children is 5% or higher, compared to 1% in the general population. Stuttering may be diagnosed when the total disfluencies reach or exceed

5% of spoken words, or when part-word repetitions, sound prolongations, or broken words constitute 3% or more (Hegde & Freed, 2022, p. 366). Stuttering occurs across all societies and racial-ethnic groups, with variations in prevalence largely attributable to methodological differences in studies. It may be associated with unusual motor behaviors, negative emotions, airflow mismanagement, and avoidance behaviors, though these are not essential for a diagnosis. Assessing stuttering involves recording three types of speech-language samples: conversational speech, narratives, and discourses. Stuttering encompasses both overt (observable) and covert (nonobservable) behaviors, often compared to an iceberg, where the tip above the water represents the audible and visible signs of stuttering (Robb, 2020, p. 123).

Neurogenic Stuttering. Various conditions affecting different brain regions, such as the cortex, cerebellum, and brain stem, can lead to neurogenic stuttering. This type of disfluency involves frequent involuntary repetitions or prolongations of speech that are not due to hesitant language formulation or psychiatric issues (Robb, 2020, p. 126). Neurogenic stuttering is typically linked to neurological disorders in older adults, with an average onset age of 67 years, ranging from 35 to 95 (Duffy, 2020; Tani & Sakai, 2011). It can also occur in younger adults due to traumatic brain injury and, in rare cases, in children as young as 7 years old if the basal ganglia are affected (Saeedi et al., 2016). This disorder is commonly associated with neurological conditions like aphasia, apraxia of speech, Parkinson's disease, brain tumors, Alzheimer's disease, and traumatic brain injury (TBI), with strokes and TBI being particularly prevalent (Hegde & Freed, 2022, p. 359). Neurogenic stuttering can encompass all forms of dysfluency and is related to several neurological problems, including strokes, brain tumors, traumatic brain injury, encephalitis, diseases causing dementia, and drug toxicity.

Cluttering. Cluttering, also referred to as tachyphemia, is primarily a disorder of speech rate. Individuals with cluttering exhibit a speaking rate that is abnormally fast, irregular, or both. Typically, fluent adult speakers have a speaking rate of approximately 240 syllables per minute (spm) (Robb, 2020, p. 126). Unlike previous understandings, disfluencies such as part-word repetitions and speech sound prolongations are no longer essential for diagnosing cluttering. Key characteristics of cluttering include a rapid and irregular speech rate, collapsed or deleted syllables, indistinct articulation due to the fast rate and omitted syllables, and variations in prosody. Additional features include abnormal pause patterns, unusual syllable stress, and impaired speech rhythm (Louis & Schulte, 2011, as cited in Hegde & Freed, 2022, p. 359). Cluttering results in a speech pattern characterized by rapid and irregular rates, leading to indistinct articulation and impaired rhythm, though it is not solely an articulation disorder and requires specialized assessment and treatment from speech-language pathologists.

To summarize, a fluency disorder disrupts the flow of speech and includes conditions such as stuttering, cluttering, and neurogenic stuttering, along with other forms of disfluency. While fluency disorders affect the flow and rhythm of speech, they do not necessarily involve language processing or expression difficulties, though

co-occurrence is possible. Hegde and Freed (2022) note that both stuttering and cluttering involve a high frequency of disfluencies. Characteristics such as speech anxiety, avoidance, and associated motor behaviors are more typical of stuttering than cluttering. Neurogenic stuttering, unlike childhood-onset stuttering, is characterized by disfluencies in imitated speech, an unpredictable speech rate, lack of muscular effort, few or no associated motor behaviors, reduced tension and anxiety about disfluencies, and lack of improvement under conditions that usually promote fluency. Assessing and improving the quality of life for individuals with fluency disorders involves working with a speech-language pathologist to develop a comprehensive treatment plan that addresses both language and fluency issues.

Voice disorders

Voice disorders are relatively common in professions that require extensive voice use (Roy et al., 2004; Roy et al., 2005). These disorders affect the quality, pitch, or loudness of a person's voice and can result from various causes, including medical conditions, vocal abuse or misuse, and psychological factors. Research indicates that 5% to 10% of workers use their voice intensively in their jobs and are particularly susceptible to voice disorders (Roy et al., 2003). A study by Roy et al. (2004) found that 11% of teachers, compared to 6.2% of non-teachers, may experience a voice disorder. Over their lifetimes, 57% of teachers, compared to 28.8% of non-teachers, may have one or more episodes of voice problems. Additionally, female teachers are generally more prone to voice disorders than their male counterparts (Hegde & Freed, 2022, p. 392). According to Hegde and Freed (2022), voice disorders are classified based on voice parameters rather than their associated pathologies or etiologies. Based on these vocal parameters, voice disorders can be categorized as mutism, aphonias, and dysphonias, which will be discussed further.

Mutism and Aphonias

Mutism and aphonia both indicate an absence of phonation, but they differ in the extent of communication. Mutism involves a complete absence of communication, where individuals do not whisper, gesture or make any attempts to communicate. In contrast, aphonia is specifically the lack of phonation, where individuals attempt to communicate through other means such as gestures, whispers, or facial expressions (Hegde & Freed, 2022, p. 395). Severe brainstem and cerebral lesions, particularly in the frontal lobe due to traumatic brain injury or vascular lesions, can result in a type of muteness known as akinetic mutism (Duffy, 2020). Individuals with aphonia often produce a voice when coughing, laughing, or clearing their throat, and they can communicate effectively using whispers, gestures, and facial expressions. Aphonia can be classified as either neurological, due to vocal fold paralysis, or behavioral (functional), occurring without any vocal or neural pathology (Hegde & Freed, 2022). In summary, while both mutism and aphonia involve a lack of phonation, mutism represents a complete lack of communication attempts, whereas individuals with

aphonia actively try to communicate through alternative methods. Severe brain injuries can cause akinetic mutism, which is marked by a lack of voluntary movement and communication.

Dysphonias

Dysphonias encompass all voice disorders except for aphonia, involving deviations in vocal parameters that differ from those typically found within a verbal community. Specifically, dysphonias are characterized by abnormalities in vocal intensity, frequency, quality, and resonance (Hegde & Freed, 2022, p. 396). According to Hegde and Freed (2022), dysphonias can be categorized based on various voice features such as loudness, pitch, quality, and resonance:

Disorders of Loudness. Disorders involving vocal loudness, especially an excessively soft voice, can be problematic as they fail to meet social and occupational voice needs. The typical loudness of conversational speech is around 60 dB SPL at a distance of 1 meter. The softest phonated voice (not whispered) is about 40 dB, and the maximum loudness the larynx can produce ranges from 100 to 110 dB. Any extreme within this range that deviates from normal variation is considered a disorder of loudness and may require clinical attention (Hegde & Freed, 2022).

Disorders of Pitch. Pitch disorders are characterized by vocal behaviors that deviate from those of peers within the verbal community. Age and gender typically serve as reference points to determine if a speaker's pitch is abnormal. Pitch disorders include inappropriately high pitch (e.g., falsetto, mutational falsetto, or puberphonia), pitch breaks (due to developmental changes in the larynx, speaking at inappropriate pitch levels, or vocal fatigue and hyperfunction), monopitch (often due to vocal fold paralysis), and diplophonia (simultaneous production of two distinct frequencies) (Hegde & Freed, 2022).

Disorders of Voice Quality. Vocal quality is influenced by the manner of phonation and encompasses how the voice is perceived by listeners. Factors affecting vocal quality include pitch, loudness, resonance, and laryngeal tension. Quality disorders occur when the vocal folds do not approximate adequately, leading to excessive air leakage through the glottis, which adds noise to the phonated sound. A harsh voice results from excessive muscular tension and forceful adduction of the vocal folds (hard glottal attacks). Hoarseness, a common dysphonia, is a combination of breathiness and harshness (Hegde & Freed, 2022).

Disorders of Resonance. Resonance disorders arise from an imbalance between oral and nasal resonance. Oral resonance is produced by oral structures when they are disconnected from nasal structures, typically predominating in oral speech sounds. Nasal resonance involves the nasal cavities, which contribute resonance to nasal speech sounds (Hegde & Freed, 2022).

Presbyphonia

Presbyphonia is a voice disorder that arises from structural changes in the larynx and related structures due to aging. This condition differs from dysphonias associated with various diseases that affect the larynx, as presbyphonia is specifically caused by presbylaryngis—age-related changes in the larynx and associated structures (Galluzzi & Garavello, 2018). It is observed in 10% to 20% of people aged 65 and older, with its prevalence increasing with age. As many as 30% of elderly individuals are seeking treatment for a voice disorder may have presbyphonia (Sauder & Merati, 2018). According to Hegde and Freed (2022), the dysphonic symptoms in elderly individuals with presbyphonia include: i) increased phonatory effort leading to vocal fatigue; ii) hoarseness and breathiness; iii) decreased vocal intensity; iv) difficulty sustaining phonation; v) difficulty projecting the voice; vi) lack of coordination between breathing and phonation; vii) vocal instability; viii) higher pitch levels in men and lower pitch levels in women; ix) reduced fundamental frequency range in both men and women; x) decreased maximum phonation time (MPT); xi) vocal tremors; and xii) impaired singing.

Spasmodic Dysphonia

This form of dysphonia affects over 80% of individuals with SD and is marked by a severely hyperfunctional voice. Symptoms include pitch breaks, voice breaks, and laryngeal spasms, particularly on voiced sounds. Phonation is always extremely effortful and may be nearly impossible for some patients. Vowels might be initiated with hard glottal attacks. Monopitch and reduced loudness can make shouting nearly impossible for some, while others might find shouting easier than speaking. Many individuals find it easier to sing, whisper, phonate at high pitch, or produce voiceless consonants.

Adductor spasmodic dysphonia (AdSD). This type of dysphonia is claimed to be prevalent in more than 80% of individuals in which the voice is severely hyperfunctional. Pitch breaks, voice breaks, and laryngeal spasms, especially on voiced sounds, may be more or less frequent. Phonation, always extremely effortful, may be almost impossible for some patients. Vowels may be initiated with hard glottal attacks. Monopitch and reduced loudness may make it nearly impossible for some to shout, but others may find it easier to shout than to talk. Involuntary phonation (as in laughing or coughing) may be easier to the most. Most individuals also find it easier to sing, whisper, phonate at high pitch, and produce voiceless consonants.

Abductor spasmodic dysphonia (AbSD). This type affects about 15% of SD patients and presents opposite symptoms to AdSD. Instead of the vocal folds involuntarily adducting, they abduct involuntarily and inappropriately. This leads to sudden interruptions of phonation, resulting in periods of aphonia and bursts of breathiness. The voice may be normal or hoarse when interrupted in this manner.

Abductory spasms primarily occur on voiceless consonants, causing an increase in spasms when reading passages with voiceless consonants and a decrease with voiced consonants. Prolonged vowels, singing, and whispering are usually normal, but speaking over the telephone can be particularly challenging.

To sum up, voice disorders encompass conditions that affect voice production or quality, ranging from mild hoarseness to complete voice loss. Mutism is the absence of both vocal and whispered communication despite normal vocal structures. Aphonia is the loss of voice with efforts at communication still present. Dysphonias involve disorders of vocal pitch, loudness, quality, and resonance. Loudness disorders include excessively loud or soft voice and monotonous or highly variable loudness. Pitch disorders involve inappropriate pitch, pitch breaks, monopitch, or double pitch. Voice quality disorders include breathiness, harshness, hoarseness, and a tensed voice. Resonance disorders include hypernasality, hyponasality, cul-de-sac nasality, and assimilative nasality. Presbyphonia, a voice disorder in the elderly, is characterized by a weak, soft voice, hoarseness, breathiness, pitch changes, and vocal tremors, and is caused by presbylaryngis. Treatment for voice disorders can involve various approaches, such as voice therapy to improve vocal function and habits, medication to reduce inflammation or muscle tension, and surgery to remove growths or correct structural issues. Speech-language pathologists and otolaryngologists (ear, nose, and throat doctors) are the primary healthcare professionals who diagnose and treat voice disorders.

Language Disorder

Language disorder is a broad category within communication disorders that specifically refers to difficulties in processing or expressing language. This category includes challenges related to vocabulary, grammar, sentence structure, and comprehension in both spoken and written forms. Language disorders can affect various populations, including children with developmental language disorders, individuals with specific language impairment (SLI), those with autism spectrum disorder (ASD), and individuals who acquire language disorders following brain injury or stroke. According to Bauman-Waengler (2015), a language disorder is defined as an impaired comprehension and/or use of spoken, written, and/or other symbol systems, potentially involving phonology, morphology, syntax, semantics, and pragmatics (p. 4). Bashir (1989) adds that language disorders represent a heterogeneous group of developmental or acquired disabilities characterized by deficits in comprehension, production, and/or use of language.

These disorders are chronic and may persist throughout an individual's lifetime, with symptoms, manifestations, effects, and severity changing over time. The American Speech-Language-Hearing Association (ASHA, 1993) similarly defines language

disorders as impairments in the comprehension and/or use of spoken, written, and/or other symbol systems, affecting the form of language (phonology, morphology, syntax), the content of language (semantics), and/or the function of language in communication (pragmatics) in any combination (cited in Reed, 2018, p. 131). Additionally, the Individuals with Disabilities Education Act (IDEA) (2004) categorizes language disorder as one of several communication disorders, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affect a child's educational performance.

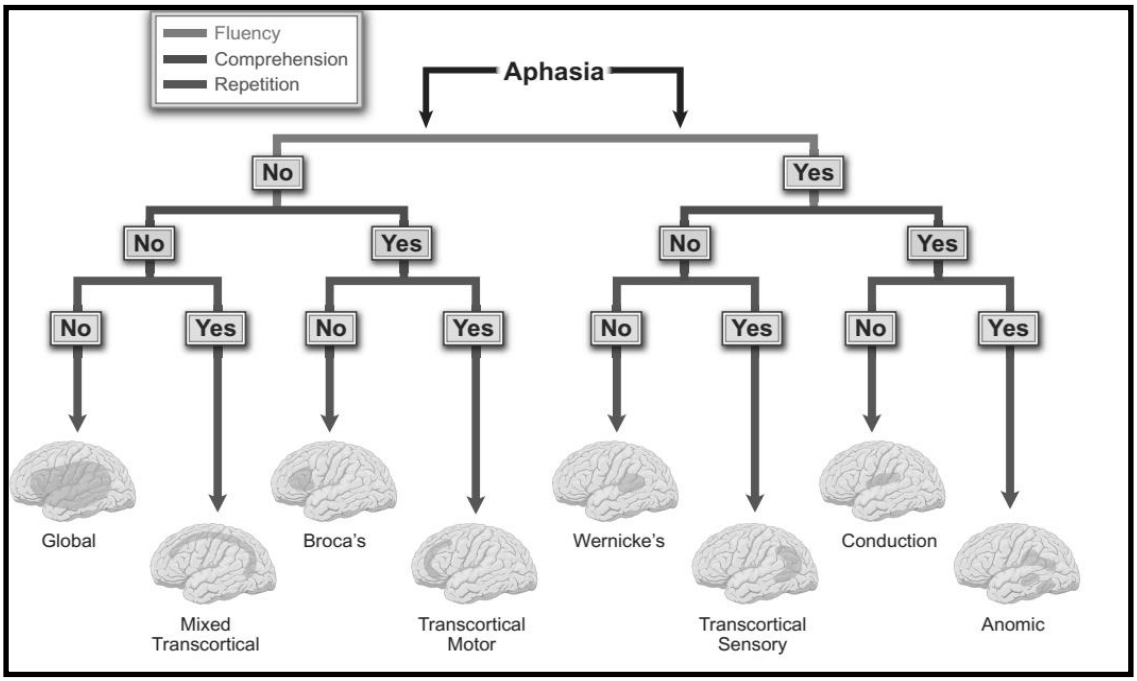
It is essential to differentiate between language disorders and speech disorders. Language disorders pertain to difficulties in processing and expressing language, whereas speech disorders involve challenges with the physical production of speech sounds or fluency. Individuals with language disorders can benefit from speech-language therapy and targeted interventions that address their specific difficulties. Early identification and intervention are vital for enhancing language skills and overall communication abilities in those with language disorders. There are three primary types of language disorders: developmental (or functional) language disorders, which occur during childhood; acquired language disorders, which can occur in childhood but are more common in older adults; and dementia, which predominantly affects older adults (Gillam et al., 2011).

Aphasia

Aphasia is a language disorder resulting from recent brain injury in individuals who previously acquired and used language. This condition signifies a partial or nearly complete loss of preexisting language abilities due to brain damage, rather than a failure to learn language skills (Hegde, 2017). According to Richardson and Dalton (2018), "Aphasia is an acquired language disorder with many subtypes. The most commonly discussed and researched definition is that of an impaired language processing system that can affect speech production as well as auditory comprehension, thus inhibiting verbal communication" (p. 584). Generally, the primary cause of aphasia is damage to the brain's language structures (Hegde & Freed, 2022). Aphasia subtypes are often associated with cerebrovascular damage, particularly to the left middle cerebral artery, which supplies blood to the perisylvian regions of the brain. Damage localized to the perisylvian zone, typically following a stroke, can lead to a variety of speech and language deficits that differ in severity and type (Richardson & Dalton, 2018, p. 584). The specific form of aphasia that emerges depends on the location and nature of the brain damage, whether ischemic or hemorrhagic stroke or other related neurotrauma (Richardson & Dalton, 2018) as illustrated in the following figure:

Figure 3

Aphasia Decision Tree



Source: Richardson & Dalton (2018, p. 584)

According to Hegde (2017), aphasia can be classified into nonfluent and fluent types. Nonfluent aphasia involves difficulty with expressive language production and is marked by a reduced speech rate, increased effort in speaking, omission of grammatical features, shorter utterances, impaired prosody (rhythm and intonation of speech), limited speech output, and challenges in initiating speech. Individuals with nonfluent aphasia may struggle to find words or form complete sentences, resulting in speech that is halting or telegraphic. An example of nonfluent aphasia is Broca's aphasia, which is associated with damage to the frontal lobe, particularly Broca's area.

Fluent aphasia, in contrast, is characterized by relatively preserved speech fluency despite impairments in language comprehension and word retrieval. Individuals with fluent aphasia may exhibit hyperfluency, producing speech that is effortless, flowing, and smooth. Their articulation is typically good, and they can produce longer utterances. However, the content of their speech may include neologisms (made-up words), omission of meaningful words, and generally ineffective communication. Prosody, including intonation and rhythm, is often preserved. Wernicke's aphasia, associated with damage to the temporal lobe, particularly Wernicke's area, is an example of fluent aphasia.

It is important to note that while nonfluent and fluent aphasia are two distinct categories, there are also variations and subtypes within each category, reflecting the complexity and individual differences in language impairments seen in individuals with aphasia. In summary, nonfluent aphasia is characterized by a reduced speech rate, effortful speech production, grammatical omissions, shorter utterances, and difficulty initiating speech. Fluent aphasia is characterized by relatively preserved speech fluency, though the content may include neologisms and the omission of meaningful words. Speech-language therapy is crucial for helping individuals with aphasia regain and improve their language and communication abilities.

Social Communication Disorder

Social communication disorders (SCD) encompass challenges in effectively using language in social contexts and interpreting nonverbal cues. Hegde and Freed (2022) highlight that "communication impairments extend beyond mere linguistic or verbal behavior deficits, originating from a combination of genetic, environmental, social, and ethnocultural influences" (p. 4). SCD was formally recognized as a neurodevelopmental communication disorder in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5; American Psychiatric Association, 2013), described as involving "persistent difficulties in the social use of verbal and nonverbal communication" (p. 47). The diagnosis requires four key symptoms: challenges in (1) using communication appropriately for specific purposes; (2) adjusting communication to fit the context and the listener's needs (e.g., speaking differently to adults versus peers); (3) adhering to conversational and storytelling rules; and (4) understanding implicit information (Timler & Moss, 2021, p. 27). Early detection and intervention are critical in helping individuals with SCD improve their social communication skills and manage social interactions more successfully. Speech-language pathologists and other specialists in communication disorders play a vital role in providing the necessary support and interventions to enhance the social communication abilities and overall quality of life for those with SCD.

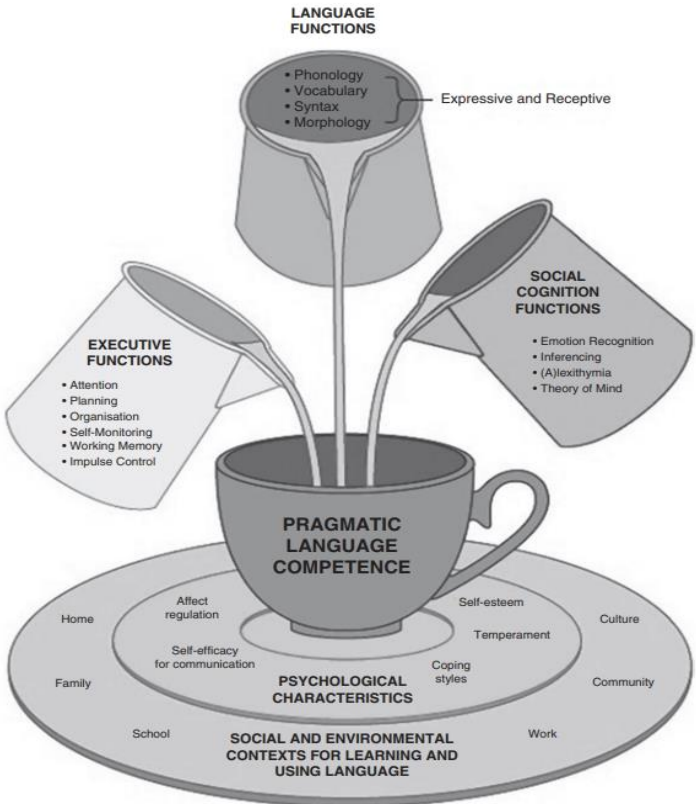
Social disorders can often be linked to difficulties in the pragmatic use of language. Pragmatic language competence involves the effective use of language in various social contexts, considering the listener's needs and expectations and the surrounding social and environmental factors. This skill is multifaceted, requiring the interplay of cognitive, psychological, and social elements. Researchers have described pragmatic skills in multiple ways. Perkins (2005) characterized pragmatic skills as the result of interactions between linguistic, cognitive, and sensorimotor processes within and between individuals. Snow and Douglas (2017, as cited in Douglas, 2021), described pragmatic skills as the nuanced and varied ways language use has evolved within specific cultures.

Individuals with pragmatic language deficits may struggle to meet the informational needs of their listeners (McDonald, 1993; Snow et al., 1997, 1998), exhibit

a lack of logical structure and coherence in their discourse (Liles et al., 1989; O'Flaherty & Douglas, 1997), have difficulty understanding implied meanings (McDonald, 1992; O'Flaherty & Douglas, 1997), make inappropriate conversational topic choices (Togher et al., 1997a; Snow et al., 1997), engage in unsuitable interaction styles (McDonald & van Sommers, 1993; O'Flaherty & Douglas, 1997), display tangential or off-topic speech (Bracy & Douglas, 2005), and produce discourse with limited content (Snow et al., 1997, 1998; Stout et al., 2000). These pragmatic language deficits can hinder an individual's ability to communicate effectively, form and maintain social relationships, understand social cues, and navigate social situations. Thus, addressing pragmatic language difficulties is crucial for supporting individuals with social disorders and enhancing their social and communicative abilities. The concept of language and communication disorder in relation to pragmatic competence requirements is further illustrated in the following figure:

Figure 4

A Cup of Competence: Constituent Functions of Pragmatic Language Competence and Psychological and Social Infuences



Source: Snow and Douglas (2017 as cited in Douglas (2021, p. 498)

The term "A cup of competence" metaphorically illustrates the various components of pragmatic language competence and the psychological and social factors that influence it. This metaphor suggests that pragmatic language competence is a cohesive whole formed by multiple interrelated parts, similar to how ingredients come together to make a cup. Pragmatic language competence involves the ability to use language appropriately and effectively in social contexts, understanding and applying social rules, norms, and conventions in communication, and considering others' intentions, perspectives, and expectations. Additionally, the phrase highlights that pragmatic language competence is shaped by psychological and social influences, such as individual differences in cognitive and linguistic abilities, social experiences, cultural norms, and social expectations.

Douglas (2021) emphasizes that deficits in pragmatic competence contribute to communication disorders, noting, "Deficits have been identified in comprehension and expression in spoken and written modalities and across types of discourse: conversation, narrative, procedural and expository discourse" (p. 498). Such disorders can significantly affect an individual's academic, social, and emotional development, leading to challenges in forming relationships, participating in academic and social activities, and achieving academic and career success. Early identification and intervention are crucial to improving outcomes and mitigating the impact of language and communication disorders on individuals' lives.

Teaching Students with Language and Communication Disorder in EFL Classroom

Teaching students with language and communication disorders requires a comprehensive approach to address challenges in using language effectively in social contexts and interpreting nonverbal cues. These students often struggle with pragmatic language use, which involves cognitive, psychological, social, and environmental factors. Educators must understand that these disorders are not merely linguistic deficits but are also influenced by genetic, environmental, social, and cultural factors. Effective teaching strategies include supporting the development of pragmatic skills, encouraging contextually appropriate language use, and addressing the intricate interaction of linguistic, cognitive, and socio-cultural elements in communication.

Many students with speech and language difficulties receive specialized education from speech-language pathologists outside their regular classrooms. According to Ysseldyke and Algozzine (2006), teachers who encourage these students to apply what they learn in special education settings observe quicker improvements in their speech and language skills. Anh (2022) advises encouraging children to speak at a normal volume (p. 195). Teachers should speak clearly and pronounce words accurately, fostering appropriate speech in students without drawing attention to their classmates' errors. For students with speech and voice disorders, Anh (2022) recommends specific strategies (p. 194) which can further be discussed as follows:

Breathing Traning. Lead the abdominal-diaphragmatic breating. When the child inhales, let him/her feel that the lower part of the chest is expanding, and when exhales, use a tissue paper to let him/her see the wind flowing out of the mouth, which is a sign of breathing. Let the child the number of syllables and numbers in one unit of breathing to maintain one unit of breathing and use a diary to determine the interval of breathing. Show the picture of abdominal-diaphragmatic breathing and claviacal breathing and let the child check the movement of his upper chest. When making a large sound, support the breathing so that vocal cords are not strained.

Body Relaxation. For children with muscle tension dysphonia, lighly press around the hyoid with a thumb and then, massage the laxynx while drawing a circle. Increase the mouth opening and improve the relaxation of the vocal tract. Make the child feel a difference between the sound made with small open and the sound made with large mouth open.

Lead the Soft and Comfortable Vocalization. Put the hands on the nose and check and then, hum a tune to feel the nasal vibration. Provide a modeling for strong contact of the vocal cords and soft closing/opening of the vocal cords. Looking at the mirror; opening the mouth wide; making a big yawn; and exhaling deeply.

In the inclusive English as a Foreign Language (EFL) classroom, collaboration between speech-language pathologists and classroom teachers is essential for addressing language disorders, which often manifest as challenges in receptive and expressive language, including vocabulary and grammatical structure usage (Ysseldyke & Algozzine, 2006).

The various strategies to enhance communication and language education for students with disabilities, such as integrating language development activities across all subjects, fostering a supportive communication environment, and providing opportunities for students to practice language skills. They stress the importance of valuing speech and language diversity, leveraging students' strengths to address weaknesses, and organizing classroom activities that cater to different language purposes and audiences. Additionally, they advocate for providing exemplary speech models, encouraging open discussion during academic instruction, and considering students' developmental levels before seeking external assistance.

Inclusive EFL classrooms require tailored educational interventions to support students with communication and language disorders effectively. Strategies may include highlighting the importance of grammar through meaningful activities, encouraging active exploration of unfamiliar vocabulary, integrating gestures with verbal language for vocabulary development, and ensuring a balance between quantity and quality in written expression. Moreover, explicit instruction on specific writing skills and self-monitoring, using familiar words as foundations for vocabulary

expansion, and incorporating acting games and word games for vocabulary acquisition are recommended. These strategies are designed to address specific areas of need and foster effective communication and language development within inclusive classroom settings.

In the inclusive English as a Foreign Language (EFL) classroom, supporting students with language and communication disorders often involves integrating Alternative and Augmentative Communication (AAC) methods to enhance their communication skills. AAC includes a variety of strategies, such as aided symbols like speech-generating devices (SGDs) and picture communication symbols, as well as unaided symbols like manual signs and gestures (ASHA, 2002, as cited in Reeds, 2018, p. 384). Ahn et al. (2022) define AAC as a comprehensive system designed to help individuals with speech or language difficulties establish functional communication (p. 262).

Beukelman and Mirenda (2020) describe AAC as encompassing symbols, aids, strategies, and techniques (p. 4). This system is designed to both enhance communication for those with speech challenges and provide an alternative method for those without speech abilities (Sigafoos et al., 2010). AAC can be divided into aided and unaided forms: aided communication requires additional materials such as communication boards or picture books, while unaided communication involves gestures and manual signs (Lloyd et al., 1997; Sigafoos et al., 2010). High-tech AAC options include speech-generating devices (SGDs) with voice output, whereas low-tech options involve tools like symbol boards and object boards, frequently used by individuals with communication difficulties (Sigafoos & Iacono, 1993).

AAC methods provide students in inclusive EFL classrooms with alternative ways to express themselves and communicate effectively, enhancing their overall communication skills and potentially boosting academic achievement through targeted language instruction (Brice, 2012, as cited in Zebron et al., 2015, p. 20). In addition, Cooley (2007) suggests several strategies to promote inclusivity in these settings: showing understanding, patience, and acceptance; allowing extra time for responses; engaging in one-on-one conversations about students' interests to practice speech; giving clear and simple instructions without using slang; maintaining eye contact during communication; tactfully repeating mispronounced phrases as questions to avoid criticism; not mimicking students with speech disorders; ensuring inclusion by calling on students with language development issues; encouraging daily participation in class activities such as speaking in front of the class or answering questions; organizing verbal practice sessions between student pairs; addressing and preventing teasing or bullying; avoiding drawing attention to communication disorders in front of the class; and maintaining a relaxed and organized classroom environment.

Instructional Strategies for Students with Language and Communication Disorders

In the inclusive EFL classroom, meeting the diverse needs of students with language and communication disorders necessitates a thorough approach that considers their unique strengths, challenges, and preferences. Research consistently shows that language and literacy skills are crucial predictors of academic success (Conti-Ramsden & Durkin, 2008). Language proficiency is vital not only for mastering literacy but also for building positive relationships, ensuring social and emotional well-being, and achieving favorable long-term outcomes (Law et al., 2017; Lee, 2013, as cited in Glasby, 2021). Since the academic curriculum is delivered through language, understanding subject-specific language is essential for effective learning (Sun & Wallach, 2014, p. 32).

To effectively support students with language and communication disorders, educators should adopt a balanced approach that combines domain-specific literacy strategies, such as reading techniques tailored to science or history, with foundational literacy skills (Ehren et al., 2012; Faggella-Luby et al., 2012; Wallach et al., 2014, as cited in Sun & Wallach, 2014, p. 32). Inclusive EFL classrooms should employ a variety of instructional strategies, differentiated teaching methods, assistive technologies, and collaborative approaches to enhance the success of students with language and communication disorders.

Effective Instructional Strategies. Inclusive education in EFL classrooms necessitates effective instructional strategies tailored to support students with language and communication disorders. One such strategy is explicit instruction, where educators systematically decompose complex tasks into smaller, more manageable steps, teaching each step explicitly to meet specific learning needs and enhance comprehension and skill acquisition (Gersten et al., 2009). Visual supports, including pictures, charts, and diagrams, serve as powerful tools that reinforce verbal instructions and concepts, accommodating diverse learning styles and improving understanding among these students (ASHA, 2020). Additionally, incorporating modeling and role-playing into instruction enables educators to demonstrate desired behaviors or communication skills, providing students with opportunities to actively engage and practice these skills in a supportive environment (Skinner et al., 2017).

Structured activities with clear goals and expectations are essential in inclusive education settings, helping students with language and communication disorders maintain focus and engagement while facilitating learning (Kloo et al., 2010). Moreover, repetition and reinforcement of key information, along with frequent practice opportunities, are crucial for consolidating learning and improving retention among these students (Ebbels et al., 2012). By effectively implementing these instructional strategies, educators can create an inclusive learning environment that meets the diverse needs of students with language and communication disorders, fostering their academic and personal growth within the EFL classroom.

Differentiated Teaching Methods. Inclusive English as a Foreign Language (EFL) instruction necessitates the use of differentiated teaching strategies to address the varied needs of students, especially those with language and communication disorders. A key element is flexible grouping, which allows teachers to organize students by their individual needs and abilities, facilitating targeted instruction in small groups (Tomlinson, 2017). This enables educators to customize their teaching approaches to address the specific strengths and challenges of each group, fostering a personalized learning experience.

Additionally, alternative assessments offer students various ways to demonstrate their understanding beyond traditional methods like tests and quizzes (Tomlinson, 2017). By incorporating projects, presentations, or portfolios, teachers can cater to diverse learning styles and abilities, enabling students to showcase their knowledge in ways that best suit their strengths. Furthermore, multimodal instruction is vital, as it involves presenting information through various modalities such as visual, auditory, and kinesthetic approaches (Rose & Meyer, 2002). This approach accommodates different learning styles, ensuring that all students, including those with language and communication disorders, can effectively engage with the curriculum.

By adopting these differentiated teaching methods, educators create an inclusive learning environment that supports the diverse needs of students with language and communication disorders, promoting their academic success and overall development.

Integrating Assistive Technologies. In inclusive EFL settings, the use of assistive technologies is crucial for supporting the learning and communication needs of students with language and communication disorders. Augmentative and Alternative Communication (AAC) devices, such as communication boards and speech-generating devices, provide essential tools for students to express themselves when verbal communication is difficult (ASHA, 2020). These devices enable students to actively engage in classroom activities and effectively convey their thoughts and ideas.

Furthermore, text-to-speech and speech-to-text software significantly improve students' reading and writing experiences by converting written text to speech and vice versa. This technology eliminates obstacles to accessing written information and expressing ideas through writing, thereby fostering greater inclusivity in the classroom. Additionally, the use of visual aids and apps designed to support language and communication development is invaluable. Picture communication systems and language-building apps offer interactive and engaging methods for students to enhance their language skills, vocabulary, and comprehension (ASHA, 2020).

Collaborative Approaches. In the EFL classroom, collaborative approaches are vital for supporting students with language and communication disorders, ensuring they receive comprehensive support and optimizing learning outcomes (Leko et al., 2018). One key component of these approaches is team collaboration, which

involves fostering cooperation among various stakeholders, including teachers, special educators, speech-language pathologists, and other specialists (Boudah & Channell, 2019). By collaborating, this multidisciplinary team can create individualized plans tailored to each student's unique needs, combining diverse perspectives and expertise to develop effective strategies for academic and communication success (Smith et al., 2020).

Family involvement is also crucial in supporting students' educational journeys (Dunst et al., 2013). Actively engaging families in the educational process and providing them with resources, strategies, and support helps reinforce learning at home, creating a seamless support system between school and home environments (Turnbull et al., 2015). Moreover, peer support plays a significant role in promoting both social and academic development for students with language and communication disorders (Cappadocia et al., 2012). EFL teachers can facilitate peer support by pairing students with supportive classmates who can act as mentors or buddies, fostering positive relationships and offering opportunities for peer modeling and social interaction (Miles & Stipek, 2006).

By implementing collaborative approaches that include teamwork, family involvement, and peer support, educators can create an inclusive classroom environment where students with language and communication disorders receive comprehensive support, feel valued and included, and thrive both academically and socially (Gabel & Danforth, 2019).

Language and language-related skills dominate the school curricula across all grades. In the early years, with a focus on reading and writing, children's spoken language abilities, including phonological processing skills, are critical for their progress in learning to read and write. As they advance in elementary school, children continue to practice reading and writing, gradually using these skills to learn content (Reeds, 2018). Children with language disorders struggle with comprehending and/or expressing language form, content, or use, which puts them at risk for social, educational, and vocational difficulties. Additionally, students with learning disabilities may also face challenges in learning and using language (Gillam et al., 2011, p. 253). These findings underscore the importance of early intervention for students with language and communication disorders. Early identification and targeted interventions can address these challenges before they escalate, improving academic and social outcomes for these students.

Educators should collaborate with speech-language pathologists, special educators, and other specialists to develop comprehensive, individualized support plans for students with language disorders. This multidisciplinary approach ensures students receive tailored interventions that address their specific needs across various domains. Inclusive classrooms require differentiated instruction to accommodate the diverse needs of all students, including those with language and communication disorders. Teachers should use a variety of instructional strategies, assistive

technologies, and collaborative approaches to meet each student's unique learning needs. Additionally, English teachers should provide resources, strategies, and support to empower families to reinforce learning at home, creating a seamless support system between school and home environments. By addressing the unique needs of students through early intervention, differentiated instruction, family engagement, and peer support, educators can create an inclusive learning environment where all students have the opportunity to succeed.

Conclusion

This article focuses on the importance of communication in education and addresses language and communication disorders as obstacles to effective teaching and learning. It provides an introduction to the concepts of communication process and language disorders, and examines various types of language and communication disorders. Furthermore, it argues that language and communication disorders impair an individual's ability to comprehend, produce, and utilize spoken and written language effectively, thereby hindering the teaching and learning processes. In addition, it is claimed that the different types of language and communication disorders, including speech disorders, fluency disorders, voice disorders, and social communication disorders, pose challenges to communication and negatively impact learners' educational performance. The article concludes by emphasizing the importance of identifying and appropriately addressing language and communication disorders in education.

Recognizing the importance of early intervention, differentiated instruction, family engagement, and peer support, educators play a crucial role in creating an inclusive learning environment where all students have the chance to thrive. By prioritizing the development of language and communication skills and fostering collaboration among stakeholders, educators can empower students with language and communication disorders to realize their full potential and actively engage in their educational journey. Through careful planning, collaboration, and implementation of evidence-based practices, educators can contribute to the creation of inclusive educational environments that cater to the diverse needs of all learners, ensuring that every student has the opportunity to succeed.

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Exploring Role of Soft Skills for Professional Development of Teacher and Students

Pushpa Priya

Abstract

Today's globalization and the competitive market place require highly skilled human resources. Soft skills are valuable traits that ensure better functioning of personal, professional, and academic life. These skills are considered employability skills that are demonstrated in every sector of life. In the process of imparting knowledge to the students, teachers play a vital role, and their roles or activities are imitated by the students. In this context, it is very important for the teachers to be well equipped with soft skills through some soft skills training. This paper intended to explore the necessity of soft skills in today's context, and the approaches to enhance them from a teacher's and students' perspectives. The study adopted a qualitative as a research approach and narrative inquiry as a research method. Four students and one teacher, who also serve as an administrator, were selected for data collection from Kathmandu and Bhaktapur districts. To collect data, in-depth; interview was employed as a research instrument. Data was analyzed through transcribing, translating, and thematizing. After data reporting, the meaning was delivered. Ethical considerations were maintained while collecting the data. Findings showed that students perceived the necessity of soft skills for their personal development and for competitive jobs that ensure stability. And soft skills can be enhanced through communication or interactive classes. While teacher viewed, the main strategies to enhance soft skills are through team work, project work, presentation, group discussion, and site visits.

Keywords: *soft skills, self-development, professional development, employability skills*

Introduction

Soft skills are valuable traits that ensure the better functioning of personal, professional and academic life. Hard skill is educational skill that brings academic excellence. Hard skill demonstrates level of expertise, while soft skills are self-learned or developed skills that comprise communication skills, interactive skills, and transferable skills (Wats& Watts, 2009). Soft skills demonstrate one's ability to adapt,

adjust and accept in any circumstances with an ease. Soft skills are demonstrated mainly at working places. To compete in a competitive workplace is challenging for young students graduating from various academic institutions. The need to furnish graduating students with soft skills are crucial for workplaces that require an immediate attention (Dhanavel, 2011 as quoted in Nisha&Rajasekaran,2018). Soft skills are employability skills that equip young students with skills that may be demonstrated with professional competencies at workplaces. According to Karthi and Mahalaxmi (2014), "soft skills are behavioral in nature; they deal with how to communicate with people, how good one is at making business presentations, how empathetic one stands with the people when coming across how to work as a team member, how to manage time well, and so on" (p.321). Since colleges/schools are considered to be second homes for learners, teachers play a great role in imparting soft skills in students. In this context, there is a need for the teachers to work on themselves first in terms of incorporating soft skills like such as communicative skills, intrapersonal skill, interpersonal skill, intercultural sensitivity skill, mass-facing skill, time management, team management skills, guidance skills, emotional intelligence skills. Soft skills help teachers develop the life-relevant competence skills that may be transmitted to students. According to Pachauri and Yadav (2014), hard skills are visible and comparatively easy to teach and are capable of being measured and estimated, while soft skills are people skills that comprise psychological, social, and communication skills. They assume soft skills are individual traits that develop an individual's social skills, job performance, and vocation attempt. In addition, soft skills refer to personality traits, fluency in language, and personal habits. Hard skill is competency that demonstrates one's knowledge of the particular subject matter, and it is measured by IQ. Similarly, it demonstrates intelligence thinking of an individual and ruled by different elements of hard skills such as analyzing, broad insights and knowledge and designing of the particular subject matter (Purwanto, 2020). Soft skills such as communication skill, emotional intelligence skill, leadership skill, time-management skill; etc. play a crucial role in acquiring hard skill or mastery over the subject matter.

The development of nation depends on skilled human resources who bring significant contribution towards community and nation as a whole. Quality human capital emerges from quality education deliverance that is responsible for the development of both hard and soft skills. In this process, teacher plays a vital role in imparting soft skills in students that prepares them to compete with challenges of globalization. From experts' perceptions and vast research, it has been concluded that teacher education program should include soft skills in the curriculum and integrate seven soft skills: problematic resolving skills, guidance skills, communicative skills, morals and effectiveness, team-work essence, industrialist skills, (Pachauri & Yadav, 2014). Soft skills help students develop emotional intelligence skills too whereby they develop their self-control or management skills being aware of one's emotions and how it impacts others. In the similar vein, United Nations Children's Fund (2012) reinforces the idea of enhancement of soft skills in students. soft skills develop level of confidence, self-esteem, empathetic values, self-control, coping skills of students whereby they can able to maintain better academic, personal and professional life.

Soft skills deficiency is highly observed among learners, and I believe it is the teachers' responsibility to enhance soft skills in students after being self-aware about these skills and practicing them. For instance, when the students are made to present in front of the class, they seem quite nervous and it is the outcome of lacking communicative, interpersonal, mass-facing and decision-making skills. This situation occurs frequently in academic settings, which arouses an interest in me to conduct research in this area. Students are future prospective professionals, and they need to exhibit their soft skills in academic and professional platform in order to compete in the global market arena. When students start working at different working places most of them face a lot of hurdles and challenges in their professional setting. And this often arises due to deficiency of soft skills in them. For instance, they lack interpersonal, communicative, leadership skills that makes them less competent (AIHouli & AI Khayatt, 2020).

This research explored the importance of soft skills from students' and teacher's perspectives. Integration of soft skills into teacher training programs helps teachers to be well equipped with professional skills, resulting in a better teaching and learning environment. Supporting this argument, Wibowa et al.(2020) discovered that soft skills had a greater influence than other variables of the study in lecturer performance, like: they developed collaboration skills, executive skills, and social skills. Aclan et al. (2016) in their research study showed a argument instructive model to teach soft skills to students; pre-debate helped the participants in enhancing soft skills like: teamwork, effective communication skills, critical thinking skills, and problem-solving skills; post-debate helped the participants in enhancing soft skills like: lifelong learning skills, time management skills, information management skills, and communication skills. I found a methodological gap after reviewing relevant research studies since the relevant research studies I reviewed so far employed quantitative method. To fill the gap, I feel the need to conduct this research using a qualitative research method.

The purpose of the study was to explore the necessity of soft skills integration in today's education system and the strategies to enhance these skills from a teacher's and students' perspectives.

Research questions

1. How do the undergraduate students recognize the importance of soft skills and the approaches to enhance them?
2. How do the undergraduate teacher and administrator narrate his/her perceptions on enhancing soft skills?

Literature Review

Research studies have investigated soft skills, their importance, the ways to enhance them, and how teacher education prepares teachers to absorb soft skills in

students. For example, Majid et al. (2012) in their study examined the meaning of soft skills, encountered barriers, and importance of these from students' perspectives. They reported the students had limited knowledge of employability skills in the form of soft skills. The students perceived the importance of soft skills for employment. To them, the main hindrances or barriers to soft skills among students are: nervousness, low-confidence, lack of a inspiring environment, lack of training, and shyness. And the majority of the students suggested the need for incorporating soft skills into the curriculum. In addition, they suggested embedding soft skills development training and workshop activities into the professional course. In their study, Pachauri and Yadav (2014) showed that a teacher must be intelligent, possess a positive attitude and have high ethical values since he/she is responsible for imparting knowledge to the students and preparing human resources for the nation. Therefore, there is a necessity to revise education in respect to inculcating soft skills in teacher education programs. This may meet society, community, nation and learners' needs. According to the study, seven soft skills need to be implemented in teacher education programs: interpersonal skills; life-long learning and information management; industrialist skills; acute thinking and problematic resolving skills; group building skills; guidance skills; ethics, and professionalism skills. They contended that soft skills can be improved through academic and non-academic support; official teaching and learning activities such as session discussion, inquisitive, brainstorming, group work, presentations, role play, project work, field work, and site visits; and learning through extra-curricular activities such as various games.

Robles (2012) in his study "Executive perceptions of the top 10 skills needed in today's workplace" reviewed relevant research papers and found ample benefits of the importance of soft skills in the job place or work place. In the study, he emphasized educators' role in imbibing soft skills in students. He highlighted mainly ten soft skills in the study as internalized by business officials: flexibility, message, responsibility, politeness, confident attitude, social skills, proficiency, truthfulness, coordination, and work principle.

Dmitrenko et al. (2020) in their study revealed that soft skills can be enriched through problem-based ESP knowledge. This strategy imbibes soft skills in educators whereby they develop skills like: examination of information, critical thinking, autonomous search for information, teamwork with group mates, emotional intelligence, and solution of intricate tasks. And educators, after being equipped with soft skills, enhance these skills in students through questioning, peer-directed learning, and autonomy that helps in developing problem-solving skills and communication skills; in short, the self-development of students.

Deficiency of soft skill makes one feel low at working places and overall hinders the career growth. For example, Karthi and Mahalaxmi (2014) in their study "Soft Skills through ELT Classrooms" emphasized the importance of soft skills mainly in terms of professional life; a lack of these skills makes one feel paralyzed. In their study, they engaged rural-based undergraduate level students in three different tasks: essay

writing, group discussion, and oral presentation. The students actively participated, and the researchers assumed that more such activities would improve the students' career lives; the researchers' main goal was to introduce the students to the meaning of soft skills and help them imbibe soft skills for better career prospects in the future. Andrievskikh and Lapina (2021) in their study "Integrating soft skills development into English language class" discussed the importance of soft skills, referring to them as employability skills, which many employers across the globe are looking for nowadays. The researchers mainly engaged students with debate in order to enhance their soft skills. Debate, according to researchers, aids in the development of public speaking skills, communicative skills, critical thinking skills, problem solving skills, team-building skills, collaboration skills, active listening skills, and so on. To imbibe collaborative skills in students, researchers assigned them to project work with step-by-step guidelines. In this way, students learned by learning, sharing and reflecting. Researchers also demonstrated, with an example, how presentation skills are taught. In addition, researchers showed the importance of the life-long process, addressing it as sustaining employability and for professional growth. Most importantly, the study revealed teachers' responsibility in imbibing soft skills in them; first working on themselves. Tang et al. (2015b) in their study showed teachers' inefficiency in teaching students is related to an idea of lacking soft skills in them. A qualitative study on 15 novice teachers revealed that they feel the inclusion of soft skills in their teaching and learning activities makes a difference. Tang et al. (2015a) in their study revealed that soft skills learned by the teachers in their advanced schooling are directly proportional to the fineness in their teaching practice, and they concluded their study by showing an immense need for soft skills among teachers in order to impart better teaching and learning activities to their students.

After reviewing some relevant literature, I identified methodological and knowledge gaps. To address these deficiencies, I conducted research in this area. My exploration revealed a knowledge gap; the literature primarily discussed debate pedagogical teaching tools for instilling soft skills in students, yet I sought to explore into additional strategies. In addition, I observed a methodological gap as existing literature predominantly utilized both qualitative and quantitative approaches. I believe knowledge on soft skills could be more gathered or informed through face-to-face interactions, therefore I chose a qualitative research approach for my research study, believing it would yield deeper understanding of soft skill development.

Methodology

In order to collect the data, I conducted qualitative research. This research approach is suitable in my view as my research questions were concerned with exploring the significance of soft skills and approaches to develop them from both teachers' and students' perspectives. Qualitative research is generally related to how the social world is understood, experienced, described, and tried to find reality through the subjective opinions of people (Creswell, 2014). This concept matches with my research question

as it provides me an opportunity to gather subjective opinions. I selected interpretive as a research paradigm to explore different interpretations of my research participants' stories under narrative inquiry as a research method. Interpretivism plays a great role in understanding the social world to a large extent, and it happens through meaningful interactions with people (Chowdhury, 2014). Through knowing people's thoughts, views, and opinions, the reality of particular things can be accessed. I do have similar thoughts, and therefore, I have adopted interpretive as my research paradigm. Five research participants were selected: two male students and two female students from the undergraduate level; and one female teacher who is both teacher and administrator for the undergraduate program. The Research Site was a private college in Kathmandu affiliated to Tribhuvan University. The research tool that I employed to collect my data was an in-depth interview with open-ended questions. With reference to Creswell (2012), I used in-depth interview as my research tool since it is one of the best means to collect data in terms of gathering experiences of participants. I conducted the interview after getting consent from both the institution and the participants. Ethical considerations were seriously employed in my research study. To analyze my data, I employed transcribing, translating, coding, and thematizing in a comprehensive and systematic way. In order to build new knowledge, I examined, analyzed, and interpreted data.

Discussion and Findings

The purpose of the research was to explore the significance of soft skills and the plans to enhance these skills from both students' and a teacher's perspectives. Two research questions were formulated. The aim was to explore the importance of soft skills in the academic curriculum from students' and teacher's perspectives and the ways to enhance them.

Undergraduate Students' Perception on importance of Soft Skills

Soft skills are mainly preferred among learners for gaining proficiency for reasonable market arena. Debnath et al. (2012) reported students observe the prominence of soft skills mainly for occupation enhancement as it helps in emerging interpersonal skills, team skills that are most required skills at job place. Piera and Costa (2017) observed the significance of soft skills in terms of improving emotional and social skills among pupils. In the present study the research participants shared similar view; however, they also feel teacher motivation is crucial in the process of developing soft skills. For example, in response to the first research question, Geeta (pseudonym) replied, "Soft skills are not only limited to academics but beyond; they are mainly for jobs and for self-development and they can be enhanced through teachers' motivation." Similarly, Hari (pseudonym) proclaimed that "soft skills remain as employment skills, and they can be enhanced through communication; education is not only about books, it is for life as well; and therefore, today's education system must include soft skills in an academic curriculum. Likewise, Sheela (pseudonym) asserted,

"Soft skills are mainly helpful for our professional life and these skills also make our lives easier as we may come to know how to solve problems in an effective way, can deliver effective presentations, and many such soft skills can be enhanced with skills after being trained in these skills." Furthermore, she stated that students cannot enhance these skills with the lecture method of teaching, but rather through interactive classes, which teachers should encourage rather than make compulsory. In the same way, Ganshyam (pseudonym) asserted that "soft skills are quite essential for jobs since the main things employers observe in employees are communication skills, integrity, positive attitude, interpersonal skills, etc., and they can be enhanced through not only engaging in academic activities but in different extracurricular activities facilitated by teachers."

Teacher's perspective on enhancing soft skills

Teachers should take an initiative for developing soft skills in their students since they make a great influence on enhancing soft skills during university time. Schulz (2008), in his study reported that lecturer should generate awareness among learners towards the importance of soft skills; they should arouse interest in learners to read dedicated books, joining clubs or society to expand Toast Masters to offers a space to improve presentation skills. In answer to the query related to the importance of soft skills and the ways to enhance these skills, T1 stressed "soft skills are of high demand not only in academics but in professional life too, some of the soft skills are the gateway to enter workplace and to make stability are: communication skills, problem-solving skills, team-building skills, presentation skills, and critical thinking skills. Furthermore, she suggested some of the ways to enhance soft skills are through site visits, team work, field work, project work, presentation, group discussion, and game-based activities. In a similar vein, Pachauri and Yadav (2014) revealed in their study that soft skills can be enhanced through both academic and non-academic support.

Conclusion

The study sought to investigate the significance and methods for improving soft skills from the students' and teacher's perspectives. From the exceeding discussion, it is established that students view soft skills as employability skills, and they feel a need for incorporation of these skills in an academic curriculum. They observed soft skills can be enhanced through communicative teaching and learning practices where teacher's motivation is crucial. They perceive soft skills as a main source of self-development; therefore, they need some training and a motivational learning environment from teachers to enhance these skills. They seek their teachers to adopt student-centered teaching, engage in extra-curricular activities too .Data collected from the teacher revealed some of the strategies to enhance students' soft skills are: team work, project work, group discussion, field work, game-based learning, and presentation.

After reviewing some of the relevant research articles, it is found that soft skills are human relations or individuals skills that are mainly helpful for specialized life. The strategies to enhance it are through learning by questioning, peer evaluating, group discussion, problem-based learning, task-based approach, project work, field work, site visits, brain storming, team work, and game-based activities; and these strategies should be adopted in a motivational way by the student-centered teaching method. And the reviewed relevant literature showed these skills can be enhanced through debate pedagogical tools and academic and non-academic support. Group discussion, mass-presentation and engaging the students in critical thinking helps students develop mass-facing skills, communication skill, interpersonal skills, guidance skills, interviewing skill and time-management skill. These skills are considered as soft skills that are vastly esteemed in academic and professional life and contribute to academic excellence and professional development. This study is limited to only five participants, and therefore it cannot be generalized. It extends its scope for further study to gather the data from the perspectives of relevant experts. This research study is significant for teachers, learners, policy makers and curriculum designers.

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Pedagogical Approaches Adopted by ELT Teachers to Humanize in English Language Classroom

Krishna Kumari Upadhayaya
&
Shree Krishna Kandel

Abstract

In a bid to reform secondary education in Nepal, this article advocates for a humanized approach, placing students at the forefront of the teaching-learning process. Highlighting the shortcomings of current practices, it proposes empowering teachers to forge personal connections with students, offering support for academic progress, and fostering deeper student-teacher relationships. Drawing from observations of English Language (EL) classrooms, the study finds that educators successfully humanized the learning experience, departing from traditional teaching methods. The study examined how an English Language teacher in a community school changed his teaching to be more student-centred. Through a combination of extensive classroom observation and in-depth interviews, the research findings indicated a successful integration of humanized teaching methods. The findings suggest that when teachers connect more with students, it can lead to better learning experiences in secondary education.

Keywords: *Humanizing Education, Pedagogy, Well-being, ELT, Autonomy*

Introduction

Humanizing is a way of making something better or friendlier to humans. Humanizing makes things more delightful, refined, and comfortable for humans. Humanizing education depends on the pedagogy of educators to impress, negotiate, and coexist within the sociopolitical context and practices of teacher leaders, students, administration, and community members. Human well-being, including the importance of human values, the realization of human potential, and the recognition of human dignity, is the main objective of humanistic education. (Duchesne & Mc Maugh, 2016).

Humanistic learning theory, which places a strong emphasis on student-centred learning, self-actualization, and the facilitator role of the teacher, is the foundation

of the humanization process in education. According to this theory, behaviour is shaped by basic wants being met and human nature being good. Social skills, emotions, intelligence, artistic ability, practical skills, and more are all included within humanistic education in the learning experience, fostering a holistic development approach. By embracing these principles, education becomes a transformative journey that prioritizes individual growth and prepares students to succeed in different situations. The foundation of the humanization process is humanistic learning theory, which emphasizes student-centered learning, self-actualization development, and the facilitator role of the instructor. Humans are good by nature, and human behaviours are mostly determined by their basic wants, according to the humanistic perspective of education. As part of their education, it incorporates social skills, emotions, intellect, artistic talents, practical skills, and more.

Humanized Education

Humanized education focuses on meeting the students where they are, on their terms, as learners and human beings, as opposed to a standardized curriculum without regard for individual differences such as cultural background, student choice, and more. Grundy (2004) identified the main concerns of both emotional and humanistic approaches as following: teaching in an enabling manner; viewing teachers as facilitators or enablers who help students in their self-discovery rather than as instructors who impart knowledge to students; acknowledging the affective as well as cognitive nature of the learning experience; and recognizing the role of self-discovery and the individual learner's autonomy and independence.

The humanistic approach in ELT class emphasizes learners' interest throughout their education. It focuses on the feelings and knowledge of the learning process. It doesn't believe in rote memorization. The teachers are helpful and boost the learners to learn and pose inquiry-based queries that encourage deep learning. Stevick specifies (as cited in Nagaraj, 1996) three things that a humanistic course isn't taught merely out of tradition or because it's part of a predefined syllabus set by an impersonal authority. It's not a course where the teacher holds all the control. And it's not solely focused on achieving good grades. Humanistic courses aren't taught merely out of tradition or because it's part of a predefined syllabus…"

This is how the sole aim of the humanistic approach in ELT is to see language learning as a process through a caring and sharing atmosphere. Joshi (2011) has stated that since the 1960s, the field of education has seen a sharp change from authoritarianism to democracy. The learner's autonomy should be the main goal of instruction and learning.

Humanized Education in Nepal

Nepal's educational challenges stem from a complex interplay of factors including its diverse demographics (Central Bureau of Statistics [CBS], 2014; Joshi, 2022; Joshi & James, 2022), high rates of poverty and political instability in the past (United Nations Development Program [UNDP], 2009). The past ten years have been characterized by an armed confrontation spearheaded by Maoists in the country, resulting in widespread disruption to education through school closures, violence against teachers, and forced recruitment of children (Media Foundation, 2011). However, Nepal's educational issues extend beyond the conflict, tracing back to the country's efforts at modernization since the overthrow of the Rana autocracy in the 1950s (Savada, 1991).

Despite the influence of the above-mentioned influence on Nepal's education system, it grapples with deep-seated issues of discrimination that persist with the diverse population. Marginalized groups, including Dalits, women, and ethnic minorities, continue to face barriers to accessing quality education.

By doing so, students gain a deeper awareness of the pervasive nature of discrimination, encompassing racism and casteism, within our society. This approach encourages a nuanced understanding of social issues, empowering students to actively engage in efforts toward meaningful social transformation.

Given the context provided earlier, this study sought to investigate the teaching methods employed to promote a humanistic approach in secondary-level English language teaching (ELT) classes. With this objective in mind, we devised a research study to address the following question: How do ELT teachers employ various pedagogical approaches or strategies to foster a human-centred environment in the English language classroom? with "Given the context provided earlier, this study sought to investigate the teaching methods employed t…": What types of pedagogical approaches or strategies do ELT teachers use to humanize in the English language classroom?

Research Method

This study employs an ethnographic research design to generate and interpret design to generate data. Observation and interview research tools were used. Data analysis includes data collection, analysis discussion and interpretation of the data, and reflection on the whole experience. Ethnographers describe "how things are and why they got that way (Wolcott, 1988) and attempt to learn about, record and portray the 'way of life' (Wolcott, 1988) of a particular social group by observing or participating in the daily activities of people under investigation. Participants in the study are an English teacher and secondary-level students from a government school in Kathmandu district where the participating teacher was purposely selected.

Participants in the Study

For this study, we have chosen one English teacher. The English teacher teaching at the secondary level was purposively selected. The teacher had 13 years of teaching experience. The specific teacher with a good knowledge of his teaching skills had also taken different types of teacher training courses. The teacher taught four periods of class having around sixty students every day.

Observation and Interview

The teacher was interviewed and we recorded all the interviews with the participants' prior consent of the participants. Data were collected from open-ended in-depth interviews and classroom observation. Through participant observation in the classroom, the researcher witnessed firsthand dynamic interactions between teacher and students, as they engaged in lively discussions, collaborative learning activities, and shared moments of discovery and growth.

From the English language teacher's emphasis on fostering critical thinking and creativity to the student's active participation and sense of agency, each observation highlighted the transformative potential of humanizing education in promoting a more equitable and empowering learning experience.

Data transcription and coding helped pick the themes of the study. Relying on the themes, findings were drawn. Embarking on the data analysis process, emergent themes underscored the profound impact of humanizing education on teaching and learning outcomes. From fostering a sense of belonging and empowerment among students to promoting meaningful engagement and collaboration, the principles of humanizing education resonated deeply within the classroom environment. Drawing upon these insights, an ethnographic narrative was developed that not only illuminated the voices and experiences of both teachers and students but also highlighted the transformative power of humanizing education in fostering empathy, understanding, and connection within diverse educational contexts.

I transcribed and analyzed data from the recordings to find out attitudes and experiences about the practice and understanding of the applied humanizing strategies. After the data transcription, different themes are drawn from these codes. Relying on the same themes, findings are drawn. To collect the data, I spent almost a few weeks observing the classes of ELT teachers.

Results and Discussions

The findings of this study have provided valuable insights into the practice of humanizing education within the context of English Language Teaching (ELT). Through class observations and in-depth interviews, two predominant themes emerged: The

Sharing and Interactive Environment in ELT Classroom and Humanizing Learner's Potentiality and Creativity. The results and discussions are based on the collected data from the class observation and in-depth interview questions about humanizing education. Following this, I drew two themes; The first, the sharing and interactive environment in ELT Classroom, and the second Humanizing Learner's potentiality and Creativity.

The first theme, The Sharing and Interactive Environment in ELT Classroom, highlights the importance of fostering a collaborative and inclusive learning atmosphere. Participants expressed a strong preference for classrooms characterized by open communication, where both teacher and students actively engage in dialogue and knowledge exchange. This finding underscores the significance of creating opportunities for student participation and interaction, as it promotes deeper understanding and ownership of the learning process.

The second theme, Humanizing Learner's Potentiality and Creativity, emphasizes the role of humanizing education in unlocking and nurturing students' innate abilities and creativity. Participants noted the transformative impact of approaches that prioritize individualized learning experiences and encourage learners to explore their interests and passions. For example, one participant highlighted a project-based learning approach where students were given the freedom to choose topics of personal interest for research and presentation. Another participant mentioned the use of arts-integrated instruction, such as drama and visual arts, to tap into students' creative potential and enhance their understanding of English language concepts. This theme underscores the importance of recognizing and valuing the unique strengths and talents of each student, as it fosters a sense of empowerment and agency in their educational journey.

Sharing and Interactive Environment in ELT Classroom

After observing the class and interview, it was learned that sharing, caring, and interactive classrooms are essential. The teacher emphasized these sharing, caring and interactive aspects. If the classroom is student-friendly. The classroom activities are learner-centered. Their interests and will were focused. Their experiences were encouraged to be exposed or shared. Rinvolucri, M. (2003) argues that Humanistic techniques empower learners and put them at the centre of the whole process. Regarding this, the participant opined:

We focus on the learners. Our teaching-learning emphasizes the needs, wishes, and interests of the learner, the needs of the present day, and the spirit of the curriculum. That's why we maximize our students in different activities per their wishes, interests, hobbies, etc. We teach with a focus on extracurricular activities. We make our classroom more interactive and learner-friendly by conducting various activities. Furthermore, the teacher should also focus on the multiple intelligences of the students.

This view is more or less similar to the view of Cam Le (2005), who states "Humanistic psychology emphasizes the psychological and sociological realities of people; concerning language teaching. It considers the significance of learners' feelings, emotions and social experience as internal to the educational process". (p.4). They made a successful school because they always focused on improved and modern classrooms. Creation of an innovative classroom. The participant further argued:

The learners should be directed toward research-based activities. They should be encouraged to search the things on the Internet. Students' talking time should be more and teachers' talking time should be less.

We focus on the improved and modernized classroom. An interactive teaching-learning environment should be created. They should be taught as asked by the curriculum. Engage the students maximally in various activities.

Humanizing Learners' Potentiality and Creativity

This theme has been taken from respondents' interview data and classroom practices. One of the main mottos of educating the children is humanizing the students' potentialities and creativity. Regarding the question asked about creating creative potential among the learners in the ELT classroom, the respondents expressed that the teacher should not only be based on the textbook and curriculum but also the child's overall development. Their abilities should be identified through different means. like by letting them fill out the form and mentioning the areas of interest they have. In the interview, the participant responded that they created such an environment where the learners could flourish to their full potential.

Hui and Grossman (2008) state that today's teachers are often held accountable and have to work with specific standards and benchmarks, potentially leading them to navigate unfamiliar territory where previous educators have not ventured. In this context, my participant remarked. We focus on the improved and modernized classroom. An interactive teaching-learning environment should be created. They should be taught not only by the curriculum but other necessary skills that they need to have. Engage the students maximally in various activities. We try to explore the inner capabilities of the students. We make them more active or try to build up the habits of learning by doing."

The students should be taught so many other skills. The teachers should depend on the textbook and curriculum and other soft and life skills so that the student can be more independent. Tomlinson (2003) makes the case—and I agree—that humanizing language learning tools should take students' passions, interests, and life experiences into account.

In the same vein, my participant expressed:

> *It's important to pay attention to their emotions, I doubt whether we have been able to do so or not as there are many students although we are trying our best, class captains are activated, emotional students are tackled through counselling even by calling guardians. by creating a friendly environment with the students, we are trying to diagnose their emotions and tackle accordingly.*

Dealing with emotions is very important. It supports the learners in many ways to enhance their thoughts. The capacity to consider one's sentiments or mental state and connect them to emotions is known as emotional facilitation of thought (Mayer et al., 1999). So, it is very essential to handle the emotional aspect of the learners which can be achieved through the involvement of students in various activities.

Conclusions

This study aimed to explore the practice and experience of pedagogical approaches adopted by English Language Teaching (ELT) teachers to humanize the English language classroom. The findings indicate that ELT teachers utilize various learner-centred activities extensively, entrusting students with different responsibilities based on their preferences. Key strategies such as group work, project counselling, interactive classes, regular counselling, extracurricular activities, and teaching life skills were observed, potentially contributing to the increased student enrollment in the school. However, it's crucial to remember that the study's limited number of participants and observation time may have influenced the breadth of perspectives captured. While this research offers valuable insights, there are several implications for practice and avenues for future research. ELT teachers, syllabus and curriculum designers, trainers, and experts can benefit from prioritizing learner-centric approaches in textbook writing, syllabus design, and curriculum development. By focusing on the needs and interests of learners, educators can create more engaging and effective learning experiences. Additionally, future research could explore the effectiveness of these humanizing strategies in enhancing student learning outcomes and overall classroom dynamics. By addressing these areas, educators can continue to innovate and improve their teaching practices, ultimately enriching the ELT experience for both teachers and students alike.

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Problems that Indigenous Students Facing in Multilingual EFL Classrooms: A Critical Study

Baburam Shrestha

Absract

The article highlights EFL classroom situation in community schools and investigate problems faced by indigenous students while learning English. In order to accomplish the study, an interpretative methodology was used. The researcher distributed questionnaires to sixteen students and four teachers. The meaning was generated from the information gathered from questionnaires, class observation, focus group discussions, and interviews. The study revealed that indigenous students, exhibiting mother tongue interference, are facing numerous problems and challenges due to the overuse of English-Nepali monolingual/bilingual mediums of instruction. Students' performance can further be attributed to the lack of multilingual textbooks, subject teachers/experts, and parent education. Students reported to have been facing pronounciation problems, contents delivery problems, and comprehension-related problems because of their different mother tongue backgrounds. Only those who are Nepali speakers seem to have better achievements in learning English. English and Nepali as a mediam of instruction,neither teachers nor students seem to be satisfied. If English language teaching is positioned in a multilingual setting, that would be more effective and the problems could be sorted out.

Keywords: *multilingual class, multilingual education, medium of instruction, bilingual*

Introduction

Sindhuli district, with an area of 2491 km2, is located in the Janakpur zone of Bagmati Province. The main languages spoken here are Nepali, Mager, Tamang, Chepang, and Newari. The dominant castes are Brahmin, Chettri, Sarki, Magar, Newar, Rai, and Danuwar. Out of 62 castes, Tamang is the largest with a population of 79,590 (26.8%) out of a total population of 296,192 (Sindhuli District Profile 2071, p. 11) and 77063 people speak the Tamang language as their mother tongue. Similarly, other minorities such as Magar and Majhis use their own tongue to communicate with their family and community. Most of the Tamang, Magar, Majhi, Rai, and Danuwar people

are engaged in agriculture producing seasonal crops like millet, maize, paddy, wheat, etc. Mother tongue education has been implemented in one Primary school of 396 primary schools in Sindhuli (District office of Sindhuli).

The Constitution of Nepal 2072 has given the fundamental right of the individual to receive primary education in their mother tongue. This policy has not been implemented in the Sindhuli district because of a lack of guardians' interest, trained teachers to teach multilingual students (District education office), and the opportunity to pursue careers through the dominant language. Despite compositing indigenous as a community and a major population, the Nepali language has been hegemonic over other languages because it is the national language, the official language, the mother tongue of so-called high-class people and it is the medium of instruction in schools. In consequences indigenous people speaking their language as their mother tongue have difficulty in speaking and understanding the Nepali language and learning through it. Most of the teachers use Nepali as a medium of instruction to teach indigenous students but learners do not seem to speak the Nepali language as well as their mother tongue. Students feel difficulty understanding English while teachers use English-Nepali monolingual/bilingual in the EFL class. Teachers use different styles in teaching English but problem is that children can better understand their own language. Teachers teach children by word-to-word translation into Nepali and force them to swallow down all the exercises and encourage them to vomit during the terminal examinations but teachers do not seem to use students' mother tongue to clarify the text. In the context of Nepal, English teachers usually use only the English-to-English method or English-Nepali method When they teach, those who do not even know the Nepali language, they feel it difficult to understand the subject matter. Therefore, if the "Mother Tongue" becomes an instruction in the classroom it would help the students to learn more easily.

Similarly, children learn faster and better in their mother tongue (Kosonen, (2005). They will be interested to learn if they are facilitated in the language they speak at home. But if they are taught in a language that is completely different from their mother tongue, they are likely to understand less than usual. Language is generally accepted as an important marker of identity in the classroom (Poudel, 2010); especially indigenous students have the right to use their mother tongue which encourages them to learn more. Most of the government schools have started teaching in the English medium which is against the children's rights and their wants at the primary level that is not fair for them because it misleads the fundamental right of the children and it kills the children's creativity and originality (The constitution,1990).

Nepal represents a complex linguistic society. According to the national census (CBS, 2011), people are speaking 123 languages spoken in Nepal, and later, language commission identified eight more and it has reached 131 (onlinekhabar, 2024). So, it can be assumed that Nepal is the Mecca of linguists (Giri, 2009) for all those who are interested in linguistics.

The curriculum development center has prescribed textbooks in 24 different

languages for mother-tongue education. The Government of Nepal has issued the Multilingual Education Directory 2010, which has endorsed a policy for recruiting a native-speaker teacher of the local language in each school (MOE, 2010). From the pedagogical perspective, it has been challenging both for the teacher and learner in the school. Different researchers had carried out their research on multilingualism and monolinguals but I did not notice any research study that discussed "Teaching English in a Multilingual Context" as a foreign language. Thus, I decided to go with the study of teaching English in a multilingual EFL classroom. This paper highlights to find out the EFL classroom situation in the community school.

Review of Related Literature

Multilingual Education in Nepal

Multilingualism is defined that it refers to the ability to master more than two languages either by an individual or by a community of speakers. It is a form of contact language. In other words, people who have the ability to use multiple languages are normally referred to as multilingual. But Multilingual and Multilingualism are more or less used as inter-changeable words in academia. In simple words, multilingualism is the competency of an individual to speak more languages. Clyne (2003) opines:

"The term multilingualism can refer to either the language use or the competence of an individual, or to the language situation in an entire nation or society, which means the use of more than one language or to have competence in more than one language" (p. 301).

During the ancient period, three different religion-based education systems existed. Out of these three practices (Sanskrit education, Buddhist education, and Madarasa education), Sanskrit education was dominant because it was the tradition of the elite class and power holders. Although there were many languages spoken within Hindu culture, other languages (except Nepali) were dominated. In the Buddhist education system, the Pali language was used to facilitate Buddhism. Similarly, in the Madarasa education System, the Urdu-Arabic language was used to teach the Koran and Muslim culture. Other languages were limited within their tribes and cultures. During the Lichhabi period, the Sanskrit language was highly prioritized. During the Malla period, various languages seemed to be practiced. King Pratap Malla himself knew 15 languages. No language and culture seemed to be ignored. However, there was no policy to promote languages. Newari language is believed to have come into practice in the Kirat period. But, this language is found to have developed to an advanced state during the Malla period. Especially, the Newari language got significance from the regime of King Jayasthiti Malla. At that time, the Newari language was respected all over the country by the name of Nepal Bhasa. Language Policies during Rana Regime, Education was limited to Sanskrit, Nepali, English, and Tibetian languages. Aksharanka Education is the first textbook in the Nepali language written by Jaya P. B. Singh. Shikshya Istihar 1996 is the first written education policy in Nepal.

All the policies and practices after this were mainly centered on Hindu culture. Other languages were indirectly ignored. Gurung (2006) claims that with the implementation Hindu legal code of the Muluki Ain, in 1854 a draconian law, 'Hinduization' popularized the raison d'etre the state with its national identity rooted in the image of Parbate (Hill) castes and their mother tongue (p.11). Severe penal measures were meted out to non-Hindus under it. For example, possession of Limbu texts was made a criminal offense (Davids & Driem, 1985, p. 119) and use of the Newari script was made illegal (Shrestha, 2007). Nepal's literacy rate stood at just 2% (Eagle, 2010, p. 284).

During the 8 years of the democratic experiment, the Ministry of Education (MOE) was first established in Nepal. In 1952, a 20-member National Education Board was formed. In 1954 Dr. Hugh B. Wood was appointed by the board as an expert advisor to the National Education Planning Commission. The Wood Commission, as it became known, was a landmark in Nepalese history, because, for the first time a policy had been formulated to systematize education. The commission not only universalized primary education but it also set up a strong basis for the subsequent development of educational language policies (Phyak 2011, p. 270). However, though Nepal had finally built the capacity to draft education policy, it was rigidly monolingual and assimilation in tone (Awasthi 2004, p.76).

Language plays a crucial in education, especially in a country like Nepal where children come from different linguistic groups representing more than 124 languages (CBS, 2021) find it difficult to understand the valid (MOI), Nepali, and English, in school (UNESCO, 2011). Trudel's (2016) research also has agreed that Mother tongue-based schooling inhances learning. The government of Nepal has endorsed some significant language policy efforts as legal frameworks with the restoration of democracy in 1990. The constitution of 1990 has already issued a plan that each community shall have the right to conduct schools up to the primary level in its own mother tongue for imparting education to their children. Nepal has already commenced on the Education for All (EFA, 2003) program with the goals of bringing all children (especially indigenous tribal minorities) to school and improving the quality of school education by 2015 (UNSECO, 2011).

The policy of English Language Teaching in Nepal

Language policies and practice in Nepal have their own history; however, language dominance and hegemony are becoming stronger despite having the policy for promoting minor languages. As the introduction of English Education in 1950, language hegemony was further strengthened. Nepal embarked on planning formal education for the first time. The Governement of Nepal, appointed Dr. Hugh B, wood, a scholar in India , as an advosors to the Nepal National Educational Plannning Commission (NNEP) in 1954. The report has had an overarching influence on educationpolicy and became the foundation of language education policy in Nepal eventhough the

commission's legacy continues its' construction, deconstruction and reconstruction of Nepal's language policy (Awasthi, 2004). Following the constitution of Nepal in 1990, the National Education Commission Report in 1992 recognized the need for clear-cut policy and planning to influence primary education through the medium of the first language (Eagle, 2000).

English is an international language and because of he politics of english as a global language is primarily local. It has fulfilled the global demand of Nepalese people. So, it must also meet the local socio-political condition. Therefore the role and status of English , it must be English must appropriately be situated in the local language policy debate. Although, most of the debate on language policy in Nepal reamins centre around the local languages, and no debate have been occured around English. Whatever debating raises about English is limited only to curricular and pedagogic matters and the distribution of English language Education (ELE) facilities (Kansakar, 2009, as cited in Giri, 2009).

Similarly, many studies have been carried out to shed light on the areas of problems faced by indigenous students in learning English in multilingual EFL classrooms. Here, an attempt has been made to overcome briefly some of the related studies conducted in the past.

Awasthi (2004) researched " Exploring monolingual school practice in multilingual Nepal" he concluded that students of Nepal belonging to multilingual societies should be faciliated in their own mother tongue up to the primary level and the mother tongue should be the medium of instruction from the early childhood development (ECD) stage to minimally class three. Likewise, local teachers, women, and Dalits should be deployed to teach in the multilingual primary classes. However, it is hardly possible because of the lack of skilled manpower, sufficient finance, and appropriate materials.

Sherpa (2012) stated that MLE has played an important role in children's education although there were many challenges faced by the schools for the effective implementation due to financial constraints and less support from the department of Education to make it more effective and provide equal opportunities to non-Nepali speaking ethnic group like Tamang children.

Trodell (2016) reported the impact of language policy and practice on learning while using the mother tongue in the classroom, it enhances classroom participation, decreases attrition and increases the likelihood of family and community engagement in the child's learning. This research showed that using the mother tongue as the medium of instruction along with learner-centered activities enhanced the child's cognitive learning processes. It also gave six recommendations for better learning such as advocacy, regional dialogue, investing in the development of written forms of local language for pedagogical use, using a language of instruction that learners understand should become standard practice, investment in pilot multilingual education programs, and careful consideration of scaling.

Paudel (2010) researched teaching in a multilingual context from teachers' perspectives and he concluded that teaching English in a multilingual classroom is a challenging issue and learners' and teachers' needs to be addressed while designing curriculum. A teacher should get involved in seminar, workshop, and trainings time and again. Most of the English teachers are able for using strategies the need of students like translation, repetition, rewards, local text and materials along with reading texts and materials in a multilingual context. But, the query is only where they teach their students according to learners' needs and global context.

Methodology

This research is guided by qualitative research and a critical paradigm. Critical theory try to undesrtand power and inequality in society and it trasform power structure for the social justice and equality. According to Willis (2007), Critical theory apply to bring in power those who are powerless and sees the eyes lence of equality. It also focoses on relationships that involve inequalities and power and desirable aspects of critical research involve helping those without power to acquire it (p.82). It is the best practices for analysis of social action, politics, science, and other human endeavors can proceed.

The critical theory is adequate only if it fulfills three criteria. The first one is, it must be explanatory. The second one is, it should be practical and thirs one is normative all at the same time. Therefore, it must see current social reality weather it is good or bad, identify the actors to change it, and provide clear norms for criticism. Critical theory also may be recognized from a traditional theory because of specific practical purpose. On the other hand, It is critical to the extent that it try to see human emancipation, "to liberate human beings from the circumstances that enslave them" (Horkheimer, 1982, p 244). However, it provides the descriptive and normative bases for social inquiry for decreasing domination and increasing freedom in all their forms. In application, it is the use of dialectical reason, and ethics as means to study the condition of indigenous students.

The data which were obtained from the researcher's research field were generally non-numerical but they had a greater variety of sources. The researcher tried to generate a reflective (or self) understanding of 'the other' in the context through the data collection procedure. The researcher carried out this study by selecting four different primary English teachers and thirty two students from rural areas from four government-aided primary schools as the researcher's key participants of Marin Municipality, Sindhuli district using purposive sampling. Ball (1990 as cited in Cohen et al., 2007) said, "Purposive sampling is used to access in-depth knowledge people have about particular issues of professional role, power, access to networks, expertise or experience" (p. 115). Mainly, it emphasizes the prior knowledge about the purpose of the study.

Mainly the researcher tried to maintain a rapport with the participants behaving critically. Observation, interviews, field visits, focus group discussions, and interpersonal discussions were the method of data collection and statically data were collected from secondary sources visiting concerned boards, department offices, etc., and constructed the knowledge. Similarly, the researcher tried to seek knowledge that was generated through interaction between the researcher and the research participants' teachers and students. Then, the researcher tried to find out the subjective reality, understanding different issues and factors through reflective practice. Again, the researcher tried to critically interpret and modify the situation, and the researcher observed the classroom. Different local and existing beliefs forced them to adopt such an understanding. But, researchers applied different research tools according to research paradigms like dialogical interviews, observation, and journals to gain subjective reality. The researcher personally observed and conducted interviews with the participants to get detailed information about the language use of their teachers and difficulties in understanding their way of teaching and learning style. Moreover, the researcher joined their class and tried to explore their various interpretations of the issue. After collecting the data, the responses were analyzed qualitatively and the data from the groups of respondents' performances were analyzed systematically.

Results and Discussion

The results and discussion are entirely based on questionnaires, class observation, field visits, interviews, and focus group discussions that I conducted during the research period. Following this I came up with the themes of classroom situation, teacher difficulties in delivering the message, students's achievement and their mother tongue influence, and problems faced by Tamang students in the classroom among students.

Classroom Situation

Simply, classroom situation plays prominant role in increasing the rate of learning powers of the students. Based on classrooms of four schools and questionnaires to teachers and students, most of the classrooms of those schools were multilingual. They were from different linguistic backgrounds because Nepal is rich in cultural deversity. Geographically there are various kinds of castes in the Sindhuli district and due to frequent migration, schools and societies are not monolingual. Almost all the schools and societies were Multilingual. I found the following racial composition in one classroom among four school's classes.

Table No. 1

Racial Composition in the Classes

Grade	Tamangs	Majhis	Brahmin & Chhetris	Newars	Dalits	Total
0	9	4	1		1	15
1.	25	15	3		3	46
2.	17	10	3	1	4	35
3.	20	10	4	2	6	42
4.	25	22	3	1	5	56

As I observed the racial composition in the classes shown in the above table, I found that the majority in the populations are Tamang. The table clearly shows that it has a multilingual classroom however, the way of teaching and learning systems are monolingual in the classroom. Teachers instruct students using Nepali or English language than using students' mother tongue and if students have Nepali language as their second language then students feel difficulty while learning English because English is their third language for them. And people want to settle down their life there where all the facilities are available. Therefore, that kind of Nepalese background also helps to create a more multilingual classroom and different castes are living in a scattered way.

Most English teachers at the primary level are using monolingual teaching methods for teaching English. Students have difficulty even learning Nepali. The government, as well as teachers, are not able to handle these situations because there are different educational factors such as teachers, textbooks, libraries, furniture, etc. These things are not easily available in community schools. This is the age of information and technology so most of the classrooms are not kept in touch with that kind of facilities. They still follow the monolingual method and grammar translation method. English teachers find it difficult to plan right types of lesson plans in the classroom because of the high number of multilingual classrooms in Nepal. Whom to address it is really challenging for teachers. From primary to the university English classes, teachers face similar language challenges both affecting physical and technical facilities. Schools do not have computers language learning labs, and the Internet facility. Similarly, audio-visual materilas do not have in class, and textbooks and resource materials are difficult to findin school. Lack of pre-service level training for primary teachers and they hardly get opportunities for in-service training. The evaluation system of those schools is not very effective. Students should have vomited one year course within two or three

hours of the examination. The government of Nepal also needs to promote multilingual classrooms because most of the classes in Nepal are practicing monolingual classrooms, which are not currently needed for Nepalese classes. Similarly, to observe at classroom situation of Sindhuli district there are also running multilingual classes, which means there is not only one cast but there are also many those studying at different schools and using different languages. Particularly Tamangs are dominant castes and predominant castes are Brahmin, Chettry, Sarki, Mager, Newar, Rai, and Danuwar so, classroom instruction should not be monolingual because they are studying in a multilingual classroom. And it is also not going smoothly because of physical and material problems in the community school.

Teachers' Difficulty in Delivering the Message

In order to find out the EFL classroom situation in community schools at primary level, the researcher interviewed the teachers, and they were coded as T1, T2, T3, and T4. Open-ended questions were asked for teachers. As they claimed:

> **T1:** When I passed I. Ed. in Nepali subject. Then I was recruited in this school as primary English teacher. My specialized subject is Nepali so lack of proper knowledge of English I had to face difficulty in delivering the message to students.
>
> **T2:** Look at the situation of this school here are lack of buildings, desks and benches and another most important thing is no multilingual textbooks.
>
> **T3:** I am a Newar teacher when I speak to the students in the classroom they do not understand me because of my language. Some are small children they only understand Tamang language. So, sometime I don't response queries made by Tamang students because I did not understand Tamang language.
>
> **T4:** What did I see in the remote area's school most of the parents are less concerned to their children Education? I mean they do not create learning environment at home.

The excerpts showed that the teacher had faced four types of difficulties while delivering the message to the students. These were teachers' knowledge, physical facilities and materials, students' level, and teachers' learning environment. Teachers felt difficulty with the students with Tamang language background. As the researcher interviewed them, they mentioned the difficult use of words in Nepali and the students' poor English backgrounds, they have been doubting where their students perceive what they mean. They also claimed that this kind of problems have shown in every class.Varied language background directly encounters in the classroom then they have to change language while delivering the contents.

From the teachers classs observation and discussion with them, the researcher

noted that pair work and group work activities were rarely conducted by the teachers and it was found that they needed several activities and opportunities for practicing contents in their own mother tongue and in English too, so that they could understand the local reality. Similarly, they were given different techniques to enhance the learning of Tamang speaking students such as giving an opportunities in translation activities, asking simple questions, formation of language groups, recruiting mother-tongue teachers, and evaluating from the perspective of the teachers, but most of them opined that students wanted to practice the English language together with their mother tongue. They said that they had faced some difficulties in finding out the equivalent translation in their language.

Similarly, from the class observation form, the researcher noted that while teaching, the teachers frequently translated and shifted into other languages. They also felt some hesitation while presenting the content. When a Tamang Mother-Tongue-Speaking student asked the questions, then the teacher had to make a then the teachers had to make a careful effort to make less difficulty. In some cases, the teachers were not able to acknowledged the queries made by Tamang-speaking students. Only a few members of the teachers tried to address the multilingual needs of the students which could make reforms in the classroom teaching method.

Mother Tongue Influence on Students' Achievement

To find out the problems faced by Tamang students in Multilingual EFL classroom situations at the primary level, I analyzed and observed students' achievement and their mother tongue, students are coded as p1,p2, p3, p4, p5, p6 p7, p8, p9, p10, p11, p12, p13, p14 p16, p17, p18, p19, p20, p21, p22, p23, p24, p25, p26, p27, p28, p29, p30,p31 p32 espectively.

Table No. 2

Students' Academic Achievement

S.N	Students	Spoken Language	Academic Achievement
1	P	Nepali	First
2	P	Nepali	First
3	P	Tamang	Second
4	P	Tamang	Second
5	P	Tamang	Second
6	P	Rai	Second
7	P	Majhi	Second
8	P	Tamang	Second

9	P	Nepali	First
10	P	Rai	Second
11	P	Majhi	Second
12	P	Majhi	Second
13	P	Magar	Second
14	P	Tamang	Second
15	P	Majhi	Second
16	P	Tamang	Second
17	P	Nepali	First
18	P	Nepali	First
19	P	Tamang	Second
20	P	Tamang	Second
21	P	Tamang	Second
22	P	Rai	Second
23	P	Majhi	Second
24	P	Tamang	Second
25	P	Nepali	First
26	P	Rai	Second
27	P	Majhi	Second
28	P	Majhi	Second
29	P	Tamang	Second
30	P	Magar	Second
31	P	Majhi	Second
32	P	Tamang	Second

From the above table, out of thirty-two students, twenty-six Tamang and other language students got second division in English subject and six Nepali language student got first division in English subject. Therefore, I found that those students who are from Nepali language did well in English but, other language speakers whose mother tongue is different from Nepali, they only got second division. It means they did not do well in that subject.

Most of the Primary classrooms in the district are multilingual. I have noticed different group of students in terms of their mother tongue. When the study comprised of thirty-two from Tamang language background the researcher inclined to analyze their own language and the relationship of this with their academic achievement.The analysis showed that those students who had good command over Nepali language compared to their mother tongue, their achievement was good at the primary level. Other causes are the poor academic achievement of the students speaking Tamang

than Nepali language. However, the researcher concluded that one cause is language barriers. Those who were Nepali language students could get reading materials easily either in Nepali or in English in the market. But very few reading materials are available in their mother tongue.

Problems Faced by Tamang Student in the Classroom

The development of information technology (IT) has brought many changes to the education system in the nation but those marginalized students are not kept in touch with those facilities. And they are obliged to face different problems in the classroom.

Table No. 3

List of Problems faced by Students

C.N.	Problems	No. of students
A	Interaction/Communication-related problems	8
B	Comprehension related problem	10
C	Structural organization-related problem	6
D	Environment Related Problems	8

From the above table, there were total of thirty-two students. The researcher coded problems as "A", "B", "C" and "D" and the number of students coded as p1,p2, p3, p4, p5, p6 p7 and p8 for "A" problems. Similarly, p1, p2, p3, p4, p5, p6, p7, p8, p9 and p10 for "B" problems, p1,p2, p3, p4, p5, and p6 for "C" problems and p1, p2, p3, p4, p5, p6, p7 and p8 for "D" problems. Based on questionnaires and the responses of the teachers and students, the reseaercher found the following problems posed by some Tamang-speaking students.

P1: In my classroom, teachers usually teach us by using English language and Nepali language. However, they do not use the Tamang language while teaching. Then I become in a dilemma and I have to spend more time learning both languages.

P2: I don't like to talk too much with my teacher because of my language and culture of the subject matter.

P6: I don't like to talk too much with my teacher because of my language and cultural problems. So I fear that I use impolite language to the teacher.

The study found that the Tamang students have faced interaction/communication related problems, comprehensible related problems, structure structure related, and environment related problems. From the classroom condition of observation form, it was found that they have different problems. The students are not ready to interact with the teacher regarding that problem and the teachers were teaching without caring and understanding students' linguistic backgrounds. Those students who had Nepali as their mother tongue that dominated the class, so they felt more comfortable saying something in English and Nepali. For those students whose mother tongue was Tamang, they hesitated to interact and finally got a bad result.

Conclusion

Methods themself are not bad in the teaching and learning field. It sholud be applied according to the contexts and situations. The emerging multingulial EFL classroom situation is a burning issue. Therefore, the researcher concluded that students are deprived of getting education in their language in primary level because use of methodology.it has created confusion both in teachers and students.The constitution (2047) has set the policy of primary education in children's mother tongue, but it does not seem to be in practice in everywhere. The constitution of Nepal 2072 also guarantees the fundamental right of the individual to get primary education in their mother tongue. People are speaking 124 languages in Nepal (CBC, 2021) and it has been found difficult to get teachers and writers to write appropriate textbooks, on the other hand, the responsible body does not seem to be ready to follow the language policy because of many reasons. The teachers feel comfortable in Nepali and students feel comfortable in their own language while teaching and learning but goal of teaching is to make them competence in English. Lack of motivation in EFL classrooms and the impact of learners' mother tongue seem to be major factors for poor performance of students in English. Because of the multilingual background of the students, it seeems hard for teachers to plan applicable type of teaching methods in multilingual situation. Similarly, learners are learning English as a third language because at home they use their language, and in the classroom, teachers instruct them in Nepali to learn English. Language is the most powerful tool in education. Hence, they need to handle it carefully. For those students who are non-Nepali speakers, English and Nepali are their second languages for them. They are learning the English language like learning their first language. To some extent, it helps them but not completely because of its own grammatical rules and system. So, if children do not get an education in their native language, they do not understand fully and do not feel free to share their problems with the teachers. Teachers should teach them using a multilingual teaching method which is an urgent needs for today to content the students' demand and to trigger the rapid growth of multilingualism in this twenty-first century.

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Perceptions, Roles and Reasons of Code Mixing

Himan Rai

Abstract

Code Mixing in ELT aimed at finding out the perceptions, challenges, roles and reasons and to suggest some pedagogical implications for teachers in English language teaching in different contexts. The data which were collected by using open ended questionnaires, analyzed and interpreted descriptively from both primary (English teachers) and secondary sources (research-based articles) by following non-random purposive sampling strategy. In this research, interview and observation checklist tools were used to collect information. Four secondary level English teachers were sample of research, specially from government schools. The findings showed that code-mixing comprises a great space in language pedagogy and sociolinguistics. In the view of teachers, this study has been a part of learning process to the teachers and students. Owing to the global spread of English, contextualization, provision of loan word, teachers' teaching style, intelligibility, and students' preference, it is indispensable phenomenon. And, this study implies that code mixing in teaching should be the matter of academic discussion in day-to-day practice as we encounter large number of mixed codes. Thus, practice of language should include the analytical part of code mixing.

Keywords: *Code mixing, societal factors, bilingualism, motivational functions, language matrix*

Introduction

As a common phenomenon in day-to-day communication and literary works, English words and phrases are in the lips of people during their communication. However, the students cannot learn easily and they feel bored and irritated. If the teachers teach language with the mixed language, it would be better for the students who would be active during their language classes. According to Wardaugh, R. (1990, p.104), "Code-mixing can be defined as a phenomenon that a word or an expression from one language is used in group of words whose structure belongs to another distinct language". Similarly, Celik, M. (2003, p. 361) states, "Code-mixing is a widespread phenomenon in bilingual communities where speakers use their native language (L1)

and their second language (L2) in certain different domains." It, in this way, sounds amusing at the time of interaction by maintaining gaps in the speech act.

To illustrate: Good Afternoon and Namaste. Immediately, hamilai text garna saknu hunxa. Suwito (1983, p. 76) depicts, "Code mixing can be classified into two types: 1. Inner code mixing, which happens because elements insertion from original language with all its variation. 2. Outer code mixing, which occurs because of elements insertion stemming from foreign language. It means that the first language of the speaker in this case, national language is inserted with his or her own language (original language) or inserted with a foreign language from the speakers' background." Similarly, Muysken, P. (2000, p. 1) states, "Code mixing can be divided into three types: 1. Insertion (word phrase). Approaching that departs from the notion of insertion new to constraint in term of the structural properties some base or matrix structures. 2. Alternation. Approaches departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point. 3. Congruent lexicalization (dialect). The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language use proper." Which is why, it can occur in word phrases, sentence structures, or dialects. This study basically addressed the questions like: 'What are the perceptions, challenges, roles and reasons behind the use of different codes in different context? Or, what may be the pedagogical implications of code mixing? Those are the main problems of the study and other things that some teachers know about the term code mixing but only few teachers have applied it effectively. The problem that has been emphasized in this research is the increasing use of mixed codes in classroom as well as outside talk by the teachers and students. There could be some reasons behind the use of mixed and switched codes and the study attempts to explore those reasons. Thus, the attention has been given to the exploration of how secondary level English teachers found out the perceptions, challenges, roles and reasons of code mixing in different contexts and to suggest some pedagogical implications.

Review of Related Literature

Code mixing is a situation in which people switch from mother tongue to second language in varieties of contexts to understand the message freely. Code-mixing is a widespread phenomenon in bilingual communities in which speakers use their native tongue (L1) and their second language (L2) in certain different domains (Celik, 2003, p. 361). Likewise, Richards et al. (1985, p.43), "Code mixing is a change by a speaker from one language to another." And, according to Ahmad, I. (2015, p.49), "Code-Switching and Code-Mixing are very effective and productive strategies for teaching" as well as for foregrounding the identity, hybridity and difference in the non-western settings. this study investigated how the strategy of code-switching and code-mixing can be effective and productive for teaching language skills as well as for the interpretation of literary discourses in the class rooms. The study also explored how the English instructors deploy the code -switching and code-mixing strategies in their language

classes in order to motivate learners as well as to obtain the objectives in the most effective, productive, and meaningful way. Code switching is changing or switching one language to another language in the same conversation, meanwhile code-mixing is mixing languages with inserted another language in the same utterance (syafryadin & Haryani, 2020; Syafryadin, Febriani, Rahmawati, 2020). In this regard, code mixing or code switching is an occurrence that speakers use to facilitate their speech while conversing with the same meaning and utterance.

An individual uses code or language switching as an alternative form for better communication with the bilingual person in the speech act. In this regard, Crystal, D. (1987) suggests that code, or language switching occurs when an individual, who is bilingual alternates between two languages during his/her speech with another bilingual person. The person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language. Furthermore, according to Hudson, R. A. (1980, p.53),"..... To get right effect the speaker balances the two languages against each other as linguistic cocktail-a few words of one language, then few words of the other, then back to the first for a few more words..... but they seem to be limited by the sentence structure." Moreover, according to Crystal, D. (2008.p, 76), "Code- mixing involves the transfer of linguistic elements from one language into another: a sentence begins in one language, and then makes use of words or grammatical features belonging to another." This includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have considerable skill in a second language (Crystal, 1987). This type of alteration, or Code-switching, between languages occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in a long narrative. In the similar vein, Berthold, Mangubhai and Batorowicz (1997) supplement the definition of Code-switching thus far with the notion that it occurs when speakers change from one language to another in the midst of their conversations (Cook, 1991, p. 65). Furthermore, Cook, V. (1991), puts the extent of Code-switching in normal conversations amongst bilinguals into perspective by outlining that code-switching consists of 84% single word switches, 10% phrase switches and 6% clause switching. Reason and motivation for code mixing and code switching (Kim, 2006). This paper presented why bilinguals mix two languages and switch back and forth between two languages and what triggers them to mix and switch their languages when they speak. These bilingual phenomena are called 'code-mixing' and 'code- switching' and these are ordinary phenomena in the area of bilingualism.

In this way, code mixing and code switching is the indication of various lingual incompetency that creates a situation of using alterative codes in speech act.

Regarding this phenomenon, Hamer and Blanc (2000) depict, 'Code-mixing' and 'code-switching' were considered as signs of incompetence. However, Khnert, Yim, Nett, Kan, and Duran (2005) remark that an alternative view is to recognize the cultural, social, and Communicative validity of the mixing of two traditionally

isolated linguistic codes as a third legitimate code. As mentioned, these phenomena may influence bilingual's language positively. The purpose of this paper is to indicate the positive factors of code-mixing and code switching for language education by discussing societal factors related to the reasons and motivations for these phenomena. Celik, M. (2009) states that 'code-mixing' may be a useful technique to introduce target vocabulary items. Code-mixing involves the use of an L1 word in an L2 utterance - a common occurrence in bilingual or immigrant communities. It was found that using code-mixing to introduce new vocabulary can be an efficient and effective method. This article discusses the procedures and cognitive processes involved in vocabulary learning and explain the use of code-mixing to introduce vocabulary.

Finally, the principles, benefits, and drawbacks of this technique are discussed, based on the study results. Although the research works mentioned above are related to code mixing, no research has been carried out on code mixing in ELT classes, which find either code mixing hindrance or facilitate the learning. This study is different from all above mentioned studied in the previous studies have picked up only certain issues for the study and they don't try to find out the exact reasons to using code mixing. Therefore, I have selected this topic for my study.

Methodology

This article is based on qualitative research design, specifically a case study of secondary level teachers. The entire discussion is made out of review of field work, theoretical concepts, research-based articles and other related information that have been taken from different websites. Data were collected from both primary (English teachers) and secondary sources (research-based articles) by following non-random purposive sampling strategy. In this research, interview and observation checklist tools were used to collect information. This study has included relatively a small number of sampling population consisting only four secondary level English teachers from two different government schools; two from Budhanilkantha Secondary School, situated in Narayansthan, Kathmandu, and two from Shree Sapta Kanya Secondary School, located at Chipring VDC, Khotehang, Khotang. Specially, keeping objectives into consideration, open ended questionnaires and document review were used to collect required data to figure out the perceptions, roles and reasons of code mixing and suggest some pedagogical implications for teachers in English language teaching in different contexts. The collected data were analyzed and interpreted descriptively.

In the first step, I separated qualitative data collected from primary (generated from the field) and secondary sources (generated from the articles, documents, archives, newspapers, maps). Collected data from the field were managed according to research participants and the tools used in the study such as interviews (unstructured and semi structured) recordings were segregated. In the second step, segregated data were managed for processing. Recording was transcribed and made a detail note of this transcription highlighting the required information.

Findings and Discussion

The realities of dealing with the perceptions, roles and reasons of code-mixing in ELT have been discussed and further interpreted in line with the objectives in this section.

Perception / opinion regarding code mixing in ELT

Regarding the code mixing, we can find different views from the different teachers. Some teachers take it very positively and others do not. In this case, I have received some opinions, regarding this, respondent **'A'** said, "*Code-mixing is the mixing of two or more languages or language varieties in speech. For exact and effective communication, code-mixing is necessary particularly in the context of Nepal where English is our second language.*" Similarly, regarding the same thing, **'B'** said, "*Code mixing is mixing of two or more than two languages in a speech. It helps to teach difficult vocabulary and content.*" I would like to link up above mentioned excerpts with the idea of Wardaugh, R. (1987) who said, "Code-blending happens when speakers utilize the two dialects they face together as long as they change starting with one language and then onto the next in one expression." They opined that code mixing is a common area of sociolinguistics in which speakers mix two languages in single sentences or sometime inter- sentential as well. And most of the teachers used it, because they feel comfortable when they teach language with code mixing to the students.

Challenges created by code mixing while teaching

Regarding the use of code mixing, there are many challenges faced by the teachers, regarding this, respondent **'A'** said, "*Yes, I have felt some challenges too when I don't get the exact Nepali words for some of the English words, when my students feel that their English class is going to be a Nepali class.*" In this way, regarding the same thing, **'B'** said, "*No, when I use code mixing, they show more interest in learning that's why I never faced any challenges while using code mixing in the ELT classroom.*" It equates to the idea of Songbatumis (2017), who said, "The problem faced by teachers in teaching English in the classroom was lack of students' vocabulary mastery." It shows that when the teachers used code mixing there are different challenges faced by the teacher like, English class would be like Nepali class, sometimes school administration takes negatively, code mixing sometime distorts the intended meaning, students ask some cross questions, they whisper to each other as a result the class becomes irritated, those things have been as a problem during the code mixing in class.

Administration and students' perception

Regarding the use of code mixing, not all administrations and students take it positively, sometimes some students and administrations take it negatively, too. Regarding this, respondent **'A'** said, "*School administration takes it very negatively, when it distorts the*

intended meaning of the text. Similarly, regarding the same thing, **'B'** said, "*Regarding the use of code mixing in the classroom, school administration takes good response because all meaning and contexts they may not understand in English language."* This finding corresponds to the conclusion of the study by Hoffman (1991), " The speaker will repeat a message in one language to another language with the purpose of making the speech run smoothly or clarifies the ideas to make the conversation more understandable." Regarding this response, when the teachers used code mixing there are maximum probably to learn language speedy as well as easily but there are equally probably to forget English term.

Role of code mixing in ELT classes

Sometimes, code mixing which plays vital role and other times hindrance, depends upon the students' level, teachers' knowledge and environment. Regarding this, respondent **'A'** said, "*It is beneficial in ELT classes. It is because English is not our first language; our students don't understand the text clearly, if we don't use code mixing."* Regarding the same thing, **'B'** said, "*Use of code mixing in the ELT classroom is better way to give clear concept to the students."* Above mentioned excerpts of the informants are similar to the idea of Muysken (2000), 'Perceived similarities between the languages bilinguals speak facilitate code-switching'. Code mixing helps students to understand the text clearly facilitates to achieve goal since they feel comfortable with clear concept regarding the unknown term. Therefore, it plays vital role to native language speakers in code mixing in ELT.

Reasons behind the use of code mixing in ELT

Using of code mixing is not easy job, it should be used according to the students' need, there are many reasons behind using it, for example, teachers use code mixing for making joke, and some teachers use it as a habit. So, regarding this, respondent **'A'** said, "*I use it when my students don't get the intended meaning of the text, when they roam in the world of confusion, when I feel that the code mixing can help me to deliver my idea very clearly. For example, in the sentences like, 'Nepal is a multi-lingual country." Here, the word, 'multi-lingual' may not be understood by the students. In this case, I should say, 'Dherai bhasa bhaeko for example, Newari, Tamang, Gurung, Magar, Tharu, Doteli, Rai, etc."* Similarly, regarding the same thing, **'B'** said, "*I use code mixing , regarding the teaching vocabulary, teaching story and teaching grammar. For example: (i) caution – be safe. If they don't understand word 'caution' I said that it means 'Hosiyar Hunu', then they understand.* It equates with the idea of Bhatia and Ritchie (2004), "Code- mixing refers to the mixing of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event. In other words, code-mixing is inter- sentential and may be subject to some discourse principles." It is used in the class because students are from different communities, cultures, and lingual diversity. Similarly, code mixing helps to teach vocabulary, grammar, story etc. And, it plays supportive role to get gist idea to the learners. So, code mixing is used because it is a solution of the problem to an indvidual who is suffering from the confusion.

Discussion of Results

Code mixing occupied a great space in language pedagogy and sociolinguistics. So as to learn new code, it is essential to understand different styles and uses of language that go on the way of users. This statement is in line with the argument by Wardhaugh, R. (2006), "Code-mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance." Hence, this study has been part of learning process to the teachers as well as students. Code mixing is becoming unavoidable in teaching as well as any piece of writing.

Unless the speakers have ability about the exact English term, in this case, it is helpful. It can be linked up with the idea of Hoffman (1991), "There are number of reasons for bilingual or multilingual person to switch or mix their languages. Those are : talking about a particular topic, quoting somebody else, being empathic about something (express solidarity), interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity." And, these days, many of the people are bilingual and multilingual. With an upward trend of ELT, it has spread globally. Next thing is that global spread of English, contextualization, provision of loan word, teachers teaching style, intelligibility, student's preference, etc. were highly important reasons. The finding corresponds with statement of Stavans and Hoffmann (2015), "Code-mixing refers to mixing various linguistic units such as morphemes, words, phrases, clauses, and sentences from two participants in the grammatical system within a sentence." It shows that when the instructors used code mixing in ELT class, the participants should give sincere attention towards the context. If we used code mixing in ELT class, it provides great opportunity to the students to examine the vivid picture of code mixing.

This research can be applied in day-to-day practice for teachers as well as students and methodology. The teacher will use code mixing more often if they feel difficult while teaching ELT. Code mixing will help to get idea regarding the activities. Code mixing plays vital role while discussion in the classroom. The teachers will follow different methods and techniques to apply code mixing to make the class relevant. The importance of code mixing will be realized by stakeholders of education in general and ELT in particular. Lastly, but not least, this study implies that code mixing in teaching should be the matter of academic discussion. In our day-to-day practice of language, we encounter large number of English mixed codes as well. The practice of language should include the analytical part.

Conclusions

The entire observation enabled me to reflect perceptions, challenges, roles and reasons of code mixing in different contexts and to suggest some pedagogical implications in case of secondary level English teachers. All the people were found to

be using code mixing activity in their daily life and to follow peer if he/ she started code mixing in a conversation. It showed that code mixing could benefit communication in cases where people were involved in them had some command in English as well as warning the over use of English words could be considered as showing off. Code mixing, which is a worldwide phenomenon, has become a trend of teaching. The result showed that due to the global spread of English and bilingual as well as multilingual users, nothing is untouched absolutely from the code mixing. It was also found that the mixing of the varieties of words by the people in interaction whether to make their speech respectable or to refine theme is regarded as code mixing. Similarly, it adds the extra flavor of the text that gives pleasure to the students as well. Code mixing always promotes the learning and it helps to develop student's communication. As a researcher, I also realized it is not the violation; rather a good blend of linguistic beauty in writing. Besides, the teacher has to consider the linguistic, pragmatic, contextual, communicative, academic and situational background of the content while teaching in ELT. While teaching, the teachers have to use different styles, strategies and codes to develop his/ her work as a sound creation of his mind. Code mixing has been found to be the matter of creativity and it should be taken as creative art which occupies a wide space in language pedagogy and sociolinguistics. It is necessary to understand the different styles and uses of language that go on the way of users. Thus, this study would be part of learning process in secondary level education in ELT to the teachers as well as students.

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Learners as Change Agents: Decolonizing Power Relation Participatory Action Research

Ramita Deuja

Abstract

English Language Teaching (ELT) is often characterized by a teacher-centered and conventional approach, where learners tend to listen passively and are reluctant to participate in learning activities. To address this issue, this paper aims to shift teaching strategies and language teaching content to bring about impactful transformation in ELT. Macedo (2019) suggests that curriculum decolonization encourages educators to explore new assumptions for transformative practice. Hence, guided by the assumption of decolonization, this study attempts to answer two research questions: first, how to decolonize language teaching content and strategies; and second, how to use funds of knowledge for language teaching. The study was conducted using Participatory Action Research (PAR) with ninth graders studying in an English medium school in Kavre district. The findings reveal that language teaching and learning can be more effective through the use of local contents collected from students' locality and household, rather than relying solely on text-based content. Co-constructed knowledge ensures student's active participation and motivation in the language learning process. Consequently, these findings highlight the potential of using diverse cultural knowledge in the language learning classroom. Moreover, the researcher can conduct participatory action research across various institutions.

Keywords: *Curriculum decolonization, Local knowledge, funds of knowledge, participatory action research*

Introduction

English language teaching and learning in Nepal mainly follows a traditional teaching method that involves lecturing and note-taking. Based on my personal experience in English language teaching for almost two decades, I experienced that English language instruction in Nepal is primarily based on textbook activities, which is resulting boredom, disengagement and demotivation in the study. The issue is the hot topic of discourse among teaching professional including language teachers.

Unfortunately, there is a culture of silence in language teaching, where teachers do not encourage active participation from students or integrate local knowledge into the language learning process, despite the schools recognizing the importance of local knowledge.

In this study, the approach of learning a language through textbooks has been replaced with an emphasis on local knowledge. Learners are encouraged to bring their household and cultural knowledge scattered around them into the language classroom by using a participatory action research (PAR) approach. According to Avgitidou (2020), educators in PAR share power with learners and encourage active participation in order to create meaningful language learning experiences. In this project, language learning is designed so that learners act as co-constructors of knowledge, working collaboratively with teacher and friends in the language learning process.

The learners are the core element in the language learning process. Therefore, it is crucial to maintain their interest and prior knowledge. In addition, learners in the 21st century are well-equipped with diverse knowledge. They are techno-friendly and greatly influenced by technological advancements. Moreover, the educational policy of Nepal encourages teachers to integrate technology for language learning.

Therefore, In the existing scenario, this study is an intervention for both technology integration and curriculum decolonization. Learners in the study decolonized the curriculum in terms of method and content, where they transported their everyday experiences to the classroom. The teaching methodology is also decolonized as the learners initiate their learning, changing the teachers' role entirely. In this regard, Gonzalez and Moll (2002) argue that knowledge can be acquired through an individual's everyday experiences, which they call the "funds of knowledge." They further state that each individual is an expert in their area. Being guided by the assumption of curriculum decolonization and funds of knowledge theory, this study tries to bring students' household knowledge and experience to the language learning classroom.

The learners in this project integrate and initiate their learning process using technology. Most of the students' participants in this study used technology to gather and present their locally available knowledge. During the process, while performing personally selected tasks, learners work collaboratively with their partner. The learners in this project developed multiple language skills, including the 4Cs (communication, collaboration, creative thinking, and critical thinking skills).

What inspired me to work in this area?

In my experience as an English Language Teaching (ELT) practitioner, I have noticed that traditional teaching methods often result in passive learning, leaving little room for learners creativity and interest. Sadly, there are many restrictions that limit learners' creativity, as Kandemir (2015) has pointed out. These restrictions can come

from various sources, such as the students themselves, the institution, the family, the culture, the curriculum, and even the classroom size. Institutions tend to impose strict curriculum, while families support this approach by encouraging their children to stick to the curriculum. Teachers also play a role in limiting classroom activities by controlling most of them.

The education policy in Nepal appears to be structured, with a defined workload, content, activities, and assessment system. As a result, learners tend to rely solely on their textbooks and are evaluated based on predetermined standards. This approach does not promote a democratic and transformative educational experience, this is what schools should strive for, according to Giroux (1989), who believes that schools are the driving force behind social mobility and democracy. As an English language teacher, I find myself pondering over several questions such as how to encourage students to become independent learners, how to break away from age-old book-based and teacher-centered language learning practices, and how to transform teachers' roles from being authority figures to facilitators and mentors.

To inquire answer of these questions, I conducted a Participatory Action Research (PAR) using decolonization theories. I worked with 9th-graders studying in an English medium school in the Kavre district. We began with an open discussion about the project and plan. Then, the students were asked to choose a task related to their local culture and 'Mela' that interested them and work collaboratively with their friends to produce a few videos. Throughout the project, I facilitated their work. Finally, we analyzed the whole process and product of the PAR project to arrive at our findings.

Understanding Language Learning Context

The Secondary Education Curriculum of 2078 has assigned 5 credit hours per week for English Language Teaching (ELT) classes, totaling 160 hours throughout the academic session. However, using conventional teaching methods, it becomes difficult for teachers to complete the course in the prescribed time. To encourage students to participate in innovative learning methods, more time is required. Despite this, students interested are not engaging in activities as the assessment system does not require them to do any innovative work. The assessment system for the Secondary Education Curriculum of 2078 assigns 25% for internal and 75% for external evaluation. The table below shows the marks allocation for external evaluation:

S.N.	Language skills and aspects	Marks
1	Reading	40
2	Writing	24
3	Grammar	11
4	Total marks	75

Based on the table, students can obtain answers to all the questions in the reading section if they carefully read the given passage. In the writing section, students are required to complete two guided writing and two free writing questions. For the grammar section, most students simply guess and select an answer, as it doesn't require creativity. Due to this, students have been achieving good grades with minimal effort. Despite the curriculum emphasizing collaborative and autonomous learning, the learners do not pay attention since it is out of their comfort zone.

I have an interesting story to share that caught my attention on this particular issue. A student named Mr. Rose (a pseudonym) who was one of a studious and respectable eighth-graders, and also served as the school's vice-captain, came to me saying, "Ma'am, I have not done my homework." Upon hearing this, I quickly checked his homework records and replied, "You have not submitted any of your homework." He responded confidently, "Yes ma'am, I am not interested in doing the exercises given in the text. I feel it's just a waste of time." I was taken aback by his boldness and asked him to explain his reasoning. "Look, everyone else is doing it. Why aren't you?" I attempted to reason with him by discussing the importance of continuous assessment, but he replied, "I don't need marks, ma'am," in a bold manner that left me speechless. After taking a deep breath, I asked him his opinion of the teaching profession, which was one of their homework assignments. He replied, "I hate the teaching profession. It makes us do work that we are not interested in." Mr. Rose's attitude is representative of a larger issue. Many students feel the same way he does. This study examines how to identify learners' interests and tailor their education to their interests

The aim of this study is to investigate how to utilize the knowledge gathered by learners from their surroundings and incorporate it into their classroom learning. Additionally, this study seeks to examine ways to empower the learners to work together in constructing knowledge from their own culture. This study is guided by following research questions.

1. How do learners acquire knowledge from their local culture?
2. How can we apply the concept of "funds of knowledge" in English Language Teaching (ELT)?

Decolonizing Theories

The term 'decolonization' has different meanings depending on the context. As Mignolo and Walsh (2018) point out, the question "What does decolonization mean?" cannot be answered in an abstract, universal way. Instead, we need to consider other questions such as who is doing it, where, why, and how. The meaning of the term varies based on the specific context in which it is being used. Therefore, we should define it according to our particular situation. However, the desire for decolonization is to encourage language educators to develop and explore new assumptions for transformative practices, as Macedo (2019) suggests.

English language teachers are supposed to avoid teaching English as a tool for colonialism and instead focus on empowering learners to develop their own methods based on their local knowledge and understanding. Ngũgĩ (1993) argued that colonialism encourage people to follow colonizers language culture and belief. It inspires people to compare their abilities with the parameters designed by the westerners. Similarly, Kumaravaduvela (2003) proposed a post-method pedagogy that empowers learners to develop their own methods based on their local knowledge and understanding. Meanwhile, Freire's critical pedagogy advocates that educators should reinvent their content. Therefore, decolonization theory suggests that learners should reinvent and recreate knowledge and pedagogy based on their own experiences and cultural backgrounds.

The subject I focused on in my study is the issue of demotivation among language learners. I am attempting to revamp teaching methods by recognizing that modern learners enjoy changes in teaching styles, as change is currently a trend. I believe that the concept of decolonization can transform the current teaching patterns.

Methodology

The Participatory Action Research approach aims to involve language learners in a more active role during the language learning process. This approach is based on the idea that humans are social beings and that knowledge is constructed collaboratively, as advocated by constructivism. PAR places a strong emphasis on democracy and encourages participants to work together towards creating new knowledge. Therefore, this project is being conducted to explore how learners can construct knowledge collaboratively.

This study presents the findings of a Participatory Action Research (PAR) conducted with 9th-grade students in an English-medium school in Kavre district. The study was carried out virtually for about 15 days during the pandemic. Initially, the students were notified to gather virtually during the winter break. A group was formed, named 'Autonomy', and the students were given verbal consent to participate in the study, with the purpose of the meeting clearly explained. The PAR was conducted in three phases. In the first phase, the learners' prior experience regarding language learning was shared, along with their expectations, which included a need assessment. In the second phase, the learners formed their own virtual group, assigned roles, and conducted meetings. They planned and executed their tasks, with the teacher playing the role of facilitator and monitoring their progress. In the final phase, the learners presented their work in the virtual classroom, and reflective reflections were collected from the students. Throughout the process, the teacher acted as a facilitator, while the learners worked collaboratively in the group. The study collected information from the process, product, class discussion, and students' reflections, and the findings were analyzed using decolonization theories and available literature.

Study Results

The study findings are discussed under two broad themes: learners as knowledge creators and documenting and using the funds of knowledge, with inputs from the process, product presentation, and learners' reflections.

Learners as Knowledge Creators

The process of teaching and learning revolves around the learner and how they think, feel, act, and behave in different contexts. The way people interact and perceive situations is determined by culture. Therefore, language and culture are interconnected. In a recent project, students focused on their local culture, which helped them to better understand their language and culture beyond the traditional education system. This approach also helped to decolonize the curriculum and pedagogy, resulting in a more holistic learning experience for the students (Soonthodu & Rao, 2021).

Throughout the project, learners collaborated in pair with participants from the same locality, working to explore their own culture. They were amazed by the hidden realities of the local Jatra or mela (local festival) that they had been celebrating since childhood. They engaged in a variety of activities, including the preparation of cultural videos, gathering information from elderly citizens, researching local history online, visiting different Facebook pages, transcribing ideas, learning video-making processes in specific apps, editing, and refining their work independently. All of these engagements were autonomous, meaning that they planned and completed the activities according to their own interests, reflected on their work, refined it, and presented it in class, where they received feedback and comments from their teacher and classmates. Throughout this process, students developed various language skills, including listening, speaking, reading, and writing, as well as translation and the use of digital apps. They also learned how to create presentations in PowerPoint and presented in front of their class. The teacher acted as a facilitator throughout, allowing the learners to work at their own pace and take ownership of their work.

It is evident from this cultural presentation that there is a wealth of knowledge surrounding us, from our local culture to festivals and temples. As teachers, we can act as change agents (Macedo, 2019) and provide learners with the key to learning by challenging our role as authority figures. In this Participatory Action Research (PAR), participants are recreating and reinventing knowledge while being themselves. During the process of working on their presentation, the participants collected historical information about the Mela and Jatra from their grandparents. One student mentioned that they were previously unaware of the history behind the celebration of 'Makar mela' (a festival that occurs every 12 years and lasts for a month). This statement highlights that working on culture for language learning can bring awareness about one's own culture, making it a meaningful project.

In our study, we did not use the recommended textbook or follow the traditional teaching style, which assumes that teachers are the sole source of knowledge and information. Instead, we allowed students to work independently or in pairs as they wished. Our project focused on using local knowledge, which refers to knowledge that is not widely accepted or recognized in academic disciplines. Furthermore, we adopted a decolonized approach, which meant that we did not rely on any specific teaching method and instead encouraged students to think beyond established methods. One key aspect of our approach was to challenge power relations in the classroom. From the outset, I asked students whether they were comfortable with my teaching style, and they were free to share their opinions without any hesitation. As a result, my role shifted from an authority figure to a facilitator or mentor, while students took on the role of co-researchers and creators of knowledge.

Documenting and using the Funds of knowledge

The theory of funds of knowledge aims to establish a connection between family and school-based learning. This approach is widely adopted by educators to bridge the gap between students' households and academic learning. According to this theory, people around us possess significant knowledge and skills acquired through their life experiences (Gonzalez & Moll 2002, p.625). The project is guided by this assumption and advocates for diversity in the community. The scattered knowledge around the community can be a valuable source of learning.

In this project, students learned from their kitchens. They have brought their kitchens into the classroom to incorporate their prior knowledge in the language learning process. One of the students participating in this project even prepared a video on how to cook "Gundruk," a traditional vegetable made using dried and specially prepared green leafy vegetables. When asked how she knew how to make it, she replied, "We run a hotel business, and Gundruk is a popular dish that we serve. Nowadays, many people order it." Her statement highlights the idea that life experiences are a great source of knowledge. Therefore, this study is an attempt to tap into the learners' life experiences and incorporate them into the language classroom.

Students often choose topics that reflect their background and interests. For example, two students who collected information on Navadurga jatra observed at Dhulikhel were from the Newari culture and had an interest in 'Jatra and Bhoj.' Similarly, a girl who chose cooking came from a family involved in the hotel business. Teachers who are familiar with their students' cultural backgrounds and household knowledge can effectively teach them (Moll & Gonzalez, 1997). Therefore, it is crucial to understand learners' prior knowledge and culture, and using their funds of knowledge in English language classes can be an effective alternative to traditional book-oriented learning.

Discussion

This paper aimed to investigate how learners can build their own knowledge and how their existing knowledge can be utilized in language learning within a school in Kavre district. The study shows how the author collaborated with students to encourage them to take an active role in the language learning process. This approach resulted in a new way of learning where students felt empowered, and the teacher's role was transformed. The project allowed learners to explore unfamiliar concepts, pushed them to learn outside the traditional classroom, and encouraged them to draw from their culture and traditions. Similarly, it helped them develop essential skills like teamwork, collaboration, and cooperation. The students were pleased with this innovative approach to learning, and their reflections on the project were a testament to its success.

The way we learned English during this project was unlike anything we had experienced before. It was an unforgettable experience. All the activities we did in the class inspired us to explore various interest each individual possess. Moreover, the learning process we adopted employing PAR develop self-confidence and team leading skills on the part of learners. This fun way learning process, hold it dear to my heart! I strongly believe that learning goes beyond books and classrooms. If we learn a language the way we did, the learning will last a lifetime. Now, I see English-language learning content around us scattered in our classroom and courtyard.

The reflection above highlights the importance of changing teaching roles and pedagogy to motivate learners and prepare them to face challenges. According to Canagraja (2002), incorporating local knowledge in language teaching can encourage conversation between differentlocalities and engage students productively. Additionally, using local culture in language learning classrooms not only motivate learners but also provides a space for marginalized local knowledge in academia. Therefore, this study emphasizes the potential for teaching and learning English language through culture and knowledge around us. Language learners can acquire new words and life skills while also learning about their culture. They have the opportunity to learn things that they may not have come across before and uncover hidden truths about their culture. As one student stated:

> *"I was amazed to hear the history of Makar mela, which was unheard of before. I was overjoyed to know the hidden truth of my birthplace, Besides, while talking I happen to learn new vocabulary such as "Basuki Naag" (the king of the serpent) name of saint and so many".*

The statement highlights that when learners engage with their own culture and language, they have more opportunities to become familiar with them. I believe that this motivates students to learn as they find themselves and their culture reflected in the language they are learning. Macedo (2019) argues that it is essential to make learners feel that they are a part of the world, and that they play a significant role

in the learning process. By incorporating local cultural elements such as mela, jatra, and cultural vocabulary, learners' experiences are respected and they are motivated to learn.

This study provides a good way to encourage learners to become autonomous in their learning. The students in the project are given the ability to work with their pairs independently. This changes the traditional role of the teacher, as students who were once bored with lectures were now more engaged in the learning process. One of the students said:

> *I learned without teachers' direct help. She encouraged us to find the area of our interest and energized us to work. The classes were different from our regular classes. We did not get a chance to feel bored during the classes as we were completely engaged.*

This study is a small step in the field of English Language Teaching (ELT) towards providing learners with more control over their learning. The study explores ways to give learners autonomy in their language learning, which is essential for lifelong learning. Autonomy can take different forms in different cultures and historical contexts, and teaching should be context-specific to ensure learners feel engaged in the process of learning. As a researcher, I believe that teachers are the primary users of the curriculum. Therefore, we should prioritize culture and household knowledge to decolonize imposed textbooks and pedagogy.

During the project, I witnessed many moments that inspired me. However, it was not without its challenges, since I was focused on promoting learner autonomy, which requires active student participation. Unfortunately, due to school closure, I was unable to conduct my research in a real classroom setting. I was only able to interact with 10-15 students out of the 45 students in grade nine. Those who did attend the class asked me why they had to join the class during the school closure. Convincing the students to take charge of their own learning was a significant challenge, given that they used to do assigned tasks and listening passively. In the fifteen days that I spent with them; I spent a considerable amount of time convincing them why it is essential to work independently. Eventually, they began to work, with most of the students choosing to make videos on the theme of 'culture.' I frequently reminded them to stay on task and encouraged them to work collaboratively with their friends. While some participants were hesitant, I believe that they still learned something from the experience.

Conclusion and Implication

The study found that our teaching and learning methods are generally traditional and inflexible. Learners are passive and teachers are seen as the sole source of knowledge. However, this study has the potential to transform our educational practices by giving learners more authority over their own learning and moving away from relying solely on textbook contents. The study encouraged language learning in a new direction,

with learners and teachers as co-researchers, changing their perspectives and practices. They discovered how local knowledge can be used for language learning and how this knowledge can make learners feel proud of their culture. The most significant result of this study was that it led learners towards autonomous learning and reduced the culture of silence that often exists in classrooms. The practice was shared with other students and teachers who were interested in trying it out. In addition, school authorities recognized the importance of taking learners out of the classroom to motivate them to initiate their own learning.

As a researcher, I believe that incorporating the learner's cultural and household practices can help teachers to know more about students. This, in turn, facilitates the teaching process. Encouraging active participation helps students to develop a habit of independent learning, which can break the culture of silence often found in language classrooms. Teachers also shift their roles from strict teachers to facilitators, which can help students feel more independent and engaged in their learning. It's important to note that content beyond the textbook can provide a more enjoyable and interesting learning experience for students. It's our duty as teachers to be aware of our current roles and reflect on the way we conduct our classes. To do this effectively, we must be democratic in the classroom and encourage students to share their interests and ideas. We can use their culture as a theme to help them work autonomously without needing our support. Additionally, we can introduce and implement the concept of "Funds of Knowledge" in the classroom, where students learn from their surroundings in a fun and engaging way. As a researcher, I feel that we should give more attention to legitimizing our cultural and household knowledge in the classroom.

Based on the findings of the study, I would like to recommend to used cultural knowledge alternatively book based knowledge in the language classroom. By providing opportunities for learners to work according to their interests, they are encouraged to initiate their learning. If we want our learners to develop 21st-century skills, we need to change the structured educational practices that limit teachers and students to imposed content. Therefore, the study suggests that the concerned authorities should take the initiative to transform the current practices. Finally, I suggest all the teaching professionals and institutions not focus on the problem of "why students are not motivated". Instead, let's try something new from our side and accept our new role.

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Unlocking the Magic of Vocabulary for Building Reading Comprehension

Basanta Raj Dhakal

Abstract

This study delves into effective strategies for fostering vocabulary development to boost reading comprehension by using a multifaceted approach to teaching vocabulary. The study employed qualitative case study design to explore role of vocabulary in building reading comprehension by using interview and observation as the methods of collecting data. Based on the thematic analysis of data, results unveiled that strategies including direct instruction of unfamiliar terms provides a solid foundation, particularly for complex concepts. Additionally, teacher read-alouds serve as powerful models while encountering novel vocabulary. Moreover, context clues empower students to independently decipher word meaning within the text and repeated encounters with new vocabulary in diverse contexts solidify understanding. Multimodal presentation of reading materials further supports learners' preferred way of learning vocabulary. By implementing these multifaceted strategies, educators can cultivate a rich learning environment that fosters robust vocabulary development, ultimately leading to improved reading comprehension. Future research directions could explore the effectiveness of these strategies across different grade levels and subject areas.

Keywords: *context clues, multimodality, modelling, repeated exposure, strategies*

Introduction

The ability to understand and use a broad vocabulary is crucial for effective communication and comprehending written texts. For any student, navigating the world of text presents a unique challenge. The ability to decipher complex sentences, grasp intricate concepts, and ultimately derive meaning from the written word lies at the heart of reading comprehension (Nation, 2013). However, this journey hinges on a crucial element, vocabulary. A strong vocabulary serves as the cornerstone of reading comprehension, acting as the bridge between the symbols on the page and the rich tapestry of understanding within the reader's mind (Schmitt & Schmitt, 2020).

Nation (2013) has provided a comprehensive information about knowing a word. For him, words are "not isolated units of language but fit into many related systems and levels" (p.44). He further asserts that there are "many things to know about any particular word" and "many degrees of knowing (p.44). By categorizing what is involved in knowing a word, he suggests nine different types of knowledge that are required to know a word: spoken form, written form, word parts, link between form and meaning, concept, associated words, grammatical functions, collocations, and register and frequency of words (pp.48-50). This revised and expanded version is "the best specification to date of the range of word-knowledge aspects (Schmitt & Schmitt, 2020). This provides a framework for vocabulary learning and instruction. This word-knowledge framework emphasizes that there is more to vocabulary knowledge than just form and meaning and appropriate use of vocabulary will also require knowledge of the more contextual types of word knowledge including morphology, grammar, and register (Schmitt & Schmitt, 2020). Based on the discussion above, it can be understood that vocabulary learning is incremental and multidimensional that includes not only word form, meaning, and use, but also other word-knowledge components such as word parts, grammatical characteristics, collocation, and register. Vocabulary learning is long-term process, and a great deal of cycling is necessary for acquisition both from explicit instruction and from incidental exposure outside the classroom (Schmitt & Schmitt, 2020)

Vocabulary is one of the prominent factors affecting reading comprehension although it is complex and is affected by multiple other factors including text level, activity, and purpose for reading (RAND Reading Study Group, 2002) as well as general knowledge, linguistic system, and word level processes (Perfetti & Stafura 2014). Studies have well documented the critical role of vocabulary knowledge in reading comprehension (Bernhardt, 2011; Crosson et al., 2020;). Strong vocabulary is widely recognized as fundamental to reading comprehension (Grabe 2009; Webb, 2009). This paper delves into the power of effective vocabulary instruction, exploring a range of strategies that can empower educators to transform students into confident and capable readers. This article moves beyond the rote memorization of definitions, a method often found to be ineffective in the long run (Bintz, 2011). Instead, it advocates for a multifaceted approach that fosters a deeper engagement with new words, solidifying their meaning and ultimately enhancing a student's ability to comprehend complex texts.

Nagy (2007) emphasizes that strong vocabulary knowledge plays a crucial role in enhancing reading comprehension as readers rely on understanding of words to make sense of text. When students encounter unfamiliar words while reading, their comprehension can be hindered if they do not have the necessary vocabulary skills to decipher the meaning of those words. Moreover, vocabulary knowledge is not only important for understanding individual words, but also for grasping the overall meaning of a text. As students encounter new words in their reading, they are able to expand their vocabulary and improve their comprehension skills. This process of vocabulary acquisition is necessary for academic success. It enables students to

engage with complex texts and extract meaning from them. In a study, Shiotsu and Weir (2007) examined the relative contribution syntax knowledge and vocabulary knowledge to L2 reading and found that both of them significantly enhance reading comprehension. In the same vein, based on their research, Guo et al. (2011) emphasized the role of morphological awareness as well as syntactic awareness to enhance reading comprehension.

As students develop vocabulary skills, they are better equipped to comprehend a wide range of texts and engage with academic content more effectively. Researchers suggest that understanding most of the words (around 98% lexical coverage) is key to good reading comprehension (Nation, 2013). According to Schmitt and Schmitt (2020), "L1 English speakers have a vocabulary size of about 10,000 words to 13, 000-word families and L2 learners of English do not need to have L1-like vocabulary sizes to be proficient in English" (p 44). This translates to a vocabulary size of roughly 8,000 to 9,000-word families, allowing readers to grasp written texts effectively (Nation, 2013; Zhang, 2020). A recent meta-analysis by Yousefi and Biria (2018) to investigate the overall effectiveness of second language vocabulary instruction revealed the overall effect size of 0.80. Moreover, studies conducted conducted in foreign language contexts generated large effect sizes than ones conducted in second language context. The study found that intermediate level learners showed a greater improvement in second language vocabulary acquisition compared to both advanced and elementary learners (Yousefi & Biria, 2018).

Vocabulary and reading comprehension are closely intertwined and play a crucial role in academic achievement (Wright & Cervetti, 2016). While second language vocabulary learning primarily occurs in classroom, it also occurs beyond classroom context. Vocabulary learning takes place informally, formally, incidentally, and intentionally. Vocabulary growth occurs when students are engaged and immersed in words in a variety of ways in constructing meaning (Bintz, 2011). By developing strong vocabulary skills, students can enhance their reading comprehension abilities, form the foundation for communication and comprehension, and improve their overall academic performance. According to Bintz (2011), reading is the single most important factor in increasing word knowledge and rich vocabulary increases comprehension and learning as well. This shows that vocabulary growth is the result of extensive amount of reading. The amount of time students spend for free voluntary reading is the best predictor of vocabulary growth and development (Bintz, 2011). Overall, learners' understanding of language keeps growing and learning vocabulary is a journey that lasts one's lifetime. The more and consistently one reads, the richer their vocabulary becomes.

While there's a strong understanding that vocabulary is crucial for reading comprehension, research specifically examining the link between the two, particularly in a reading comprehension context in Nepal, seems scarce. Recent studies like Luitel (2015), Saud (2023), and Adhikari and Shrestha (2024) investigated vocabulary research at the university level, but not necessarily in the context of reading comprehension.

Dhakal (2021) studied teacher beliefs and strategies to differentiate reading instruction but lacked vocabulary component. This lack of research on the specific relationship between vocabulary and reading comprehension, especially for younger learners in school, creates a significant gap in knowledge. In order to effectively teach vocabulary, educators require to employ a variety of strategies that cater to different learning styles and abilities (Dhakal,2021; Tomlinson, 2017). This study addresses this need by delving into the power of effective vocabulary instruction by exploring a range of strategies that can empower educators to transform students into confident and capable readers. This study aims to explore effective strategies for fostering vocabulary development in a way that directly improves reading comprehension. By employing multifaceted approach to vocabulary instruction, this research seeks to explore strategies to enhance students' understanding of written text. The study was guided by the following research question:

1. What specific vocabulary development strategies lead to significant improvements in reading comprehension?

Literature Review

The ability to comprehend written text is a cornerstone of academic success and lifelong learning (Schmitt & Schmitt, 2020). At the heart of reading comprehension lies vocabulary development (Nation, 2013). A strong vocabulary acts as a bridge, allowing readers to connect the symbols on the page to the rich tapestry of understanding within their minds. Studies have established the essential connection between vocabulary knowledge and reading comprehension (Baumann & Kame'enui, 2008; Bintz, 2011). When students encounter unfamiliar words, their ability to grasp the overall meaning of a text is hindered. Nation (2013) emphasizes that vocabulary serves as a foundation for building knowledge and fostering critical thinking skills. Students with strong vocabularies can not only decode the literal meaning of a sentence but also infer deeper meaning, analyze authorial intent, and draw connections between texts. However, simply memorizing dictionary definitions has been shown to be an ineffective strategy for long-term vocabulary acquisition (Bintz, 2011). According to Webb (2009), learning to use words is more effective for expanding productive vocabulary knowledge, whereas receptive learning is more effective for enhancing receptive vocabulary knowledge.

Studies increasingly show that morphological knowledge is strongly linked to strong vocabulary, fluent word reading, and good spelling in English (Mckeown et al. 2018; Nagy, 2007; Nagy et al., 2013). It's even more important for comprehension than just knowing phonological awareness which fades in importance while morphological knowledge keeps growing throughout school and beyond (Nagy et al., 2013). Regarding the influence of vocabulary knowledge on reading comprehension growth, a study by Quinn et al. (2014) found evidence supporting the idea that growth in reading comprehension partly depends on vocabulary knowledge. The study uncovered that previous levels of vocabulary knowledge served as key predictors of growth in

reading comprehension. In the same vein, another study by Reed et al. (2016) revealed that vocabulary accounted for a larger portion of the differences between grades and contributed unique variance in comprehension compared to spelling across grades six to ten. However, the contribution of spelling to comprehension was greater in higher grade levels analyzed and served as a mediator for the impact of vocabulary knowledge across levels. The direct effect of vocabulary decreased slightly from grade six to grade ten, while the indirect effect through spelling increased in magnitude. Students in both language groups relied more on vocabulary and spelling skills as they progressed to higher grades, with no significant difference between the groups. Additionally, students in grades six to ten showed improvement in both understanding word meaning and spelling skills (Reed et al., 2016). This suggests that their vocabulary and spelling abilities gradually became more refined as they progressed through these grades.

Another study by Mckeown et al. (2018) that aimed to explore proximal, intermediate, and distal outcomes of the intervention through a range of language processes revealed significant improvements in students' word knowledge, comprehension of text containing instructed words, lexical access, morphological awareness, and general comprehension. The intervention effectively enhanced students' understanding and use of academic words, contributing to their overall comprehension skills. The study emphasized the importance of a comprehensive approach to vocabulary instruction to support students in developing rich and flexible knowledge of academic words.

Other studies have revealed a number of effective strategies for teaching vocabulary including selection and direct instruction of key words, teacher modeling to read aloud (Rasinski, 2003), explicit (Rupley et al., 2009) and contextual vocabulary instruction (Ilter, 2017), using context clues (Lawson & Hogben, 1996), repeated vocabulary exposure to varied contexts (Dean & Hubbell, 2012), and multisensory presentation (Novak, 2016; Tompkins, 2018) to boost reading comprehension.

A study by Baumann (2009a) revealed that selecting key vocabulary for direct instruction is essential for understanding the text at hand. This targeted focus guarantees that students grapple with the most crucial terms, allowing them to unlock the meaning of the passage as a whole (Webb, 2009). However, simply presenting definitions falls short (Wright & Cervetti, 2016). Effective instruction delves deeper, exploring the nuances of pronunciation, ensuring students can not only identify the word on the page but also speak it with confidence. Direct instruction forms the cornerstone of effective vocabulary instruction (Baumann, 2009a). Effective direct instruction goes beyond simply providing definitions (Wright & Cervetti, 2016). This approach involves educators strategically selecting key vocabulary words, focusing on terms that are both unfamiliar and essential for understanding the text at hand (Baumann, 2009b). By focusing on a manageable number of words, educators ensure students have the opportunity to grapple with the most crucial terms, ultimately unlocking the meaning of the entire passage. Rydland et al. (2010) also advocated role of prior topic knowledge for strengthening reading comprehension.

Teacher modeling through read-alouds presents a powerful tool for vocabulary development (Rasinski, 2003). By thoughtfully selecting texts that contain rich vocabulary and strategically emphasizing the pronunciation, meaning, and visualization of key terms during read-aloud sessions, educators provide students with a powerful model for engaging with new words (Schmitt & Schmitt, 2020). This not only exposes students to proper pronunciation and usage but also demonstrates how to actively utilize context clues and make connections between the words and the broader narrative (Rasinski, 2003). Through teacher modeling, students witness firsthand the power of vocabulary in unlocking the richness and complexity of text. Research by Tompkins (2018) highlights the importance of exploring the nuances of pronunciation. Students who cannot only identify a word on the page but also speak it with confidence demonstrate a deeper level of understanding. Additionally, incorporating visual aids such as pictures, diagrams, or graphic organizers can create powerful associations between the word and its meaning (Tompkins, 2018).

Context clues are an essential component of vocabulary instruction for reading comprehension. For instance, McKeown and Beck (2016) assert that context clues are words or phrases in a text that help readers determine the meaning of unfamiliar words. Moving beyond direct instruction, educators can equip students with the valuable skill of utilizing context clues to independently unlock unfamiliar words (Ilahi & Hidayat, 2023). These clues can be found in the sentences or paragraphs surrounding the unknown words and can provide students with valuable information to help them make educated guesses about the word's meaning. Educators can demonstrate how to look for clues such as synonyms, antonyms, definitions, examples, or explanations within the text (Nation, 2013; Schmitt & Schmitt, 2020). By providing students with strategies to infer meaning of unfamiliar words based on surrounding text, educators can help improve students' overall reading skills (Nation, 2013). This approach fosters a sense of agency and critical thinking, encouraging students to delve deeper into the text and construct meaning for themselves (Ilahi & Hidayat, 2023). Additionally, educators can empower students to become independent readers and develop a deeper understanding of the text.

Research by Nagy (2007) underscores the importance of repeated exposure to new vocabulary in varied contexts. Simply encountering a new word once is unlikely to lead to long-term retention. However, by strategically weaving these words throughout the curriculum, across different subject areas and contexts, educators create multiple touchpoints for students. This repeated exposure strengthens the neural pathways associated with the word, solidifying its meaning in long-term memory (Willingham & Price, 2009). For instance, Willingham and Price (2009) reiterates that a new vocabulary word introduced in a lesson can be revisited in other lessons, creating a richer and more enduring understanding.

Research findings suggest the power of multisensory presentation also plays a pivotal role in vocabulary acquisition (Tompkins, 2018). These educators emphasize that catering to diverse learning styles by engaging multiple senses, such as incorporating

kinesthetic activities, auditory games, and visual aids, can significantly enhance vocabulary learning. Tompkins (2018) further suggest that activities like acting out the meaning of a new word, creating a collaborative word map, or composing a song or rap that incorporates the new vocabulary not only make learning fun and engaging but also create a deeper and more memorable connection with the new words. In the same vein, Bansong and Poopatwiboon (2023) found that students who received multimodal instruction outperformed their peers who received traditional instruction in both vocabulary retention and reading comprehension. This highlights the effectiveness of incorporating different modes of communication in teaching vocabulary. Another study by Turk and Ercetin (2012) revealed that simultaneous multimedia presentation improved reading and vocabulary test scores reducing the cognitive load needed to process information leading to better learning.

Review of scholarly literature discussed above underscores the effectiveness of a multifaceted approach to vocabulary instruction. Educators can equip students with the tools necessary to become successful readers by strategically combining direct instruction, context clues practice, multisensory presentation, and teacher modeling while teaching vocabulary. This empowers them to not only navigate complex texts with confidence but also unlock the joy of lifelong learning.

Methodology

This qualitative case study (Yin, 2018) employed a purposive sampling to select one of the public schools in Kathmandu which involved strategically recruiting two teachers who were recognized for their success in fostering reading comprehension skills within their classrooms. One of them (Teacher A) was from secondary level and the next (Teacher B) was from primary level. During study, teacher A was teaching at grade ten and teacher B was teaching at grade 5.

The study employed a combination of data collection methods, including semi-structured interviews for in-depth insights and non-participant classroom observations to capture classroom dynamics (Creswell & Creswell, 2018; Creswell & Guetterman, 2019).

Individual interviews were conducted with each participating teacher for an hour each focusing on their pedagogical approaches to vocabulary instruction and their perceptions of the impact on student reading comprehension. The interviews explored themes such as vocabulary selection strategies, instructional techniques, and assessment practices. Each interview was audio-recorded and transcribed verbatim for later analysis. Three classroom observations of each participant teacher complemented the interview data. Each participating teacher was observed for three consecutive periods, focusing specifically on activities related to teaching vocabulary for reading comprehension. Field notes were meticulously documented during observations, capturing details such as teacher-student interactions, instructional materials used, and

student engagement levels.

Data analysis followed an inductive thematic approach (Braun & Clarke, 2006; 2019). The transcribed interview data and observational notes were independently coded by the researcher, identifying recurring themes and patterns related to vocabulary instruction strategies. The codes were then categorized based on the research question and emerging themes. To ensure data credibility, triangulation, a method of cross-referencing data sources, was employed (Denzin & Lincoln, 2018). This involved comparing and contrasting the findings from the interviews with the observations, strengthening the overall validity of the research. Additionally, member checking, where participants have the opportunity to review and confirm the accuracy of the researcher's interpretations, was utilized to enhance the trustworthiness of the study (Creswell & Creswell, 2018).

Ethical considerations were paramount throughout the research process. Informed consent was obtained from all participating teachers, ensuring their voluntary participation and awareness of the study's objectives. Confidentiality and anonymity were maintained by using pseudonyms for participants and schools throughout the research process.

The following section reveals the identified themes offering valuable insights for educators seeking to refine their vocabulary instruction practices to boost reading comprehension.

Results and Discussion

This study investigated the effectiveness of various vocabulary instruction strategies in enhancing reading comprehension among primary school students. The findings strongly support the notion that a multifaceted approach, encompassing several key elements, is crucial for fostering vocabulary development and ultimately, improving reading comprehension.

Teacher Modeling Through Read-Alouds

The first theme that emerged from the data underscores the power of teacher modeling through read-alouds. By thoughtfully selecting texts containing rich vocabulary and strategically emphasizing the pronunciation, meaning, and visualization of key terms during read-aloud sessions, educators provide students with a valuable model for engaging with new words. The study observed that teachers provided model reading during the beginning of the lesson showing proper pronunciation and usage. All the participating teachers read the text aloud to the students while the students followed the lines of the textbooks silently. For instance, teacher B was teaching unit two, "A Lazy Crane" for grade five students. At that time, she said, "Now I am going to read the story. Please listen to me carefully, follow the lines of your book silently."

Then, she read the text, "Once upon a time, there lived a crane by the side of the pond...". The students followed the lines silently. Then she asked some students to read the text aloud while the whole class followed the lines silently. When students mispronounced the words, the teacher instantly corrected their mispronunciation. During the interview, this teacher emphasized the importance of reading aloud, especially for the students in junior classes. She reported that she often asked students to follow after her while reading aloud. This provided students an opportunity to learn correct pronunciation of words helping students develop proper fluency in context.

During classroom observation it was revealed that teacher A also provided a model for finding meaning of words through context clues so that students could guess the meaning of the text without consulting a dictionary. She asked students to see the words coming before and after the new words. She suggested her students read the whole sentence or even the neighboring sentences to find the meaning. This exhibited a stronger ability to actively utilize context clues to learn the word meaning. She encouraged her students to navigate the words in the surrounding text to grasp meaning. This provided students a model of how word meaning can be extracted without consulting the dictionary and without breaking the flow of reading. She also sometimes made connections with Nepali words to make them understand the text better if they could not decipher meaning from the context clues. Teacher B repeatedly asked to find the meaning of the new words from the dictionary and glossary from the textbook.

This teacher modeling provides students with a concrete example of how to approach unfamiliar vocabulary within a text (Rasinski, 2003). Students observe how to decode meaning from context clues, utilize pronunciation strategies, and connect the words to the broader narrative. This scaffolding allows students to gradually internalize these strategies and apply them independently when encountering new vocabulary during their own reading.

Explicit and Contextual Vocabulary Instruction

Explicit vocabulary instruction is the next theme that emerged from field data. It is a pedagogical approach that involves direct teaching of vocabulary words, including their meanings, usage, and the relationships among words (Rupley et al., 2009). The findings of the research emphasize the importance of direct instruction, where educators strategically select key vocabulary words that are both unfamiliar and essential for understanding the text (Baumann, 2009a). For instance, during classroom observation, it was revealed that teacher B explicitly taught vocabulary during the pre-reading stage. During the interview, this teacher explained that explicit vocabulary instruction "ensures students learn the key terms to understand the text." These findings are similar to the findings from previous research by Alamri & Rogers (2018), Khamesipour (2015), and Baumann (2009a). Teacher B who explicitly taught vocabulary meaning and pronunciation observed a significant improvement in students' comprehension of the

target text. Interestingly, while teacher B advocated explicit instruction as beneficial, during the interview he cautioned that its effectiveness may vary depending on factors such as the instructional method used, the timing of the instruction, and the population being taught. For instance, he found pre-teaching vocabulary in a visual context to be particularly effective. During the interview, she revealed her belief that explicit instruction seems more crucial than incidental instruction.

Teacher A was in favor of teaching words in context during reading instruction. Highlighting the importance of teaching vocabulary in context, teacher A asserted:

> *I teach vocabulary in context. I think vocabulary instruction should not be in isolation. It should be done in the context of the text. I try to make the text meaningful to the students by providing examples. I don't teach the meaning of the words by only giving dictionary definitions. I try to make the meaning of the words understandable to students by showing the images. I also give them activities to help them remember the words. I use flash cards to help them learn the words. I ask them to guess the meanings of the words from the surrounding words and also ask them to make sentences using those words (Teacher A, Personal Communication, 2023).*

The above statements made by teacher A show that his approach highlights a student-centered, contextual, and engaging way to teach vocabulary. It encourages active participation and connects new words to real-world applications through context and examples. Strategies involving context can actively engage students and improve vocabulary retention (Lawson & Hogben, 1996)). Contextual vocabulary instruction is a valuable component of language learning, particularly when combined with other strategies. It can enhance engagement and retention, but its effectiveness may vary depending on the learning environment and the availability of L2 input (Yousefi & Biria, 2018).). Evidence from earlier research supports both explicit (Rupley et al., 2009) and contextual (Ilter, 2017)) teaching of vocabulary. Vocabulary instruction is a powerful tool for enhancing vocabulary acquisition and reading comprehension. The method and context of instruction, as well as the specific needs of the student population, are important considerations for optimizing the effectiveness of this instructional approach (Schwartz et al., 2013). These findings reveal that educators can employ a mix of instructional strategies, including both contextual and direct methods, to optimize vocabulary acquisition.

Repeated Exposure in Varied Contexts

Participant teachers advocated for repeated exposure of vocabulary in varied contexts to consolidate vocabulary learning in the students. Both teacher A and B believed that simply encountering a new word once is unlikely to lead to lasting understanding for younger students. This finding corroborates with the finding from previous study that repeated exposure to new vocabulary in varied contexts enhances long-term retention (Schmitt & Schmitt, 2020). Schmitt and Schmitt (2020) assert that

extensive reading and repeated exposure (8-10) times to consolidate the vocabulary learned. Such repeated exposure strengthens the neural pathways associated with the word, solidifying its meaning in the long-term memory (Willingham & Price, 2009). Students have to read to truly boost vocabulary. However, students do seem to do enough reading. This research consolidates the previous research that students who encountered the target vocabulary words in various contexts demonstrated a deeper understanding of their meaning and application compared to those who received limited exposure (Nagy & Townsend, 2012).

The findings of this study suggest that a well-designed curriculum strategically spirals back to previously encountered vocabulary, ensuring students revisit and solidify their understanding (Dean & Hubbell, 2012; Schmitt & Schmitt, 2020). The teachers reiterate that this approach goes beyond simply repeating the same word; rather it involves presenting the word in new contexts and applying it to different subject areas. Such repetition with variation, as the teachers claim, strengthens their cognition with the word leading to a deeper and more flexible understanding of the text read.

Utilizing Context Clues

Utilizing the context clues is another theme that emerged from the data. Participant teachers highlighted the value of equipping students with the ability to utilize context clues to independently decipher unfamiliar words. Teacher A strongly emphasized the importance of providing context clues to glean meaning from surrounding sentences and paragraphs. This way he claimed that educators can empower students to become active participants in the reading process. During the interview, when he was asked about why providing context clues fosters comprehension; he reiterated that such practice fosters a sense of agency and critical thinking, encouraging students to delve deeper into the text and construct meaning for themselves. He believed that students who received explicit instruction on context clues demonstrated a significant improvement in their ability to independently unlock the meaning of unfamiliar words within the text, leading to a more comprehensive understanding of the passage. This aligns with the concept of reader autonomy, where students develop the skills to independently navigate unfamiliar text (Ilahi & hidayat, 2023). By equipping students with context clues strategies, educators empower them to become less reliant on teacher intervention and more confident in their ability to tackle complex texts.

Engaging Multisensory Presentation

The findings emphasize the effectiveness of a multisensory approach to vocabulary instruction in catering to diverse learning styles and fostering deeper engagement. Teacher participants emphasized that learners learn in different modes. For instance, teacher A said, "Learners have different learning styles. Some learn better when they see visually. Some learn by doing better. Some learn by listening. Some learn

in quiet environment. Some learn better in group." These statements from teacher A reveal that activities that engage kinesthetic, auditory, and visual senses helps to meet their needs and sustain learning. Additionally, teacher A believed that multisensory presentation makes learning more enjoyable and memorable. Emphasizing the benefit of multimodal instruction, teacher B said that by presenting vocabulary in various formats, such as through images, videos, and real-life examples, students can better grasp the concept and usage of unfamiliar terms. Similarly, teacher A believed that students who participated in activities such as acting out the meaning of a new word, creating word maps, or composing songs incorporating the target vocabulary can demonstrate a stronger grasp of the words and their application compared to those who received traditional instruction methods. During the interview, teacher B explained that using visual aids to illustrate the relationships between words or concepts can enhance students' ability to retain and apply their knowledge in different contexts. This holistic approach to vocabulary instruction can foster a more comprehensive understanding of the material and improve overall reading comprehension.

This approach aligns with the idea of Universal Design for Learning (UDL), which suggests presenting information in multiple ways to cater to diverse learners (Novak, 2016). The findings consolidate the findings from Tompkins (2018) state that incorporating activities like acting out word meanings, creating word maps, or composing songs, educators reach students with different learning preferences and create a more inclusive learning environment. Therefore, the multisensory approach not only engages students but also creates stronger memory associations, leading to a more robust understanding of the vocabulary (Tompkins, 2018).

Conclusion

This study highlights the synergy of strategies for multifaceted vocabulary instruction to boost reading comprehension. Teacher modeling offers students a live demonstration of effective strategy uses to unlock meaning. Similarly, direct instruction provides a strong foundation ensuring a clear understanding of word meaning. Similarly, repeated exposure with variation goes beyond the rote memorization and ensures long-term retention. Moreover, equipping students with context clues strategies empowers them to become independent learners, while the multisensory approach caters to diverse learning styles and fosters deeper engagement. By implementing these strategies, educators can equip students with the necessary tools to become successful readers, fostering a deeper understanding of complex texts and empowering them on their journey of lifelong learning. Future research could explore the efficacy of these strategies across different grade levels and subject areas, providing further insights into the role of vocabulary instruction to enhance reading comprehension. Longitudinal studies could investigate how effectively students transfer these skills to different reading materials and degree of confidence in using context clues over time. Future studies can delve deeper into how to tailor instruction to learning styles and adapt technology to meet the diverse needs of the students to learn vocabulary considering unique challenges and opportunities these students face.

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