

ENGLISH LANGUAGE TEACHERS' UNDERSTANDINGS OF LANGUAGE
LEARNING ECOLOGY: A NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of *Mani Ram Sharma* for the degree of *Master of Philosophy English Language Education* presented, entitled *English Language Teachers' Understandings of Language Learning Ecology: A Narrative Inquiry*.

ABSTRACT APPROVED:

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Language learning ecology is a new concept encompassing various factors influencing language learning, including the social and cultural context, individual learning strategies, and available resources and technologies. This study focuses on the language learning environment and aims to explore the understanding of three secondary-level English language teachers on this topic. The methodology used in this study is narrative inquiry, which involved interviewing the teachers to gain a deeper understanding of their experiences with language learning ecology. The study revealed several challenges that impact language learning ecology, including motivation and engagement among learners, the lack of individualized learning experiences, and the limited availability of technology and resources.

One of the significant challenges identified was the lack of motivation and engagement among learners, which hinders their ability to learn a new language effectively. This study suggests that goal setting, feedback, and collaborative learning can help address this issue. Another challenge is the limited availability of individualized learning experiences. The study suggests that language teachers can address this challenge by using differentiated instruction to meet the unique learning needs of each student. The availability of technology and resources was also identified as a significant challenge. The study suggests that language teachers can utilize available technologies and resources to create a more personalized and engaging learning environment for their students.

In conclusion, this study provides valuable insights into the challenges of a language learning ecology. It highlights the need for language teachers to take a more

comprehensive approach to language learning that addresses the individual needs of learners, the cultural and social context, and the availability of resources and technologies. By adopting a language learning ecology approach, language teachers can better support the development of multilingual and multicultural competencies among their students while improving their overall learning outcomes.

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DECLARATION

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

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DEDICATION

I dedicate this dissertation to those who made Mani Ram Sharma (me) an ecological linguistic learner.

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Pursuing academic goals is a common aspiration among students, and I am no exception. The opportunity to embark on a research journey at the Kathmandu University School of Education has been an honor that I deeply cherish. Such an academic achievement would not have been possible without the unwavering support and inspiration of numerous individuals who helped me reach this dissertation completion stage.

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Mani Ram Sharma,
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ABBREVIATIONS

CDC	Curriculum Development Centre
EFL	English Foreign Language
ELE	English language Education
ELT	English Language Teaching
EST	Ecological System Theory
LE	Language Ecology
LLE	Language Learning Ecology
KU	Kathmandu University
M Phil.	Master of Philosophy
NELTA	Nepal English Language Teachers' Association
SLC	School Leaving Certificate

TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABBREVIATIONS	ii
TABLE OF CONTENT	iii
CHAPTER I.....	1
INTRODUCTION	1
My Personal Experience	1
The Rationale of the Study	3
Problem Statement	4
Purpose of the study	6
Research Questions	6
Delimitation of the Study	7
CHAPTER II.....	8
REVIEW OF THE LITERATURE	8
Ecology: Conceptual Understanding	8
What is Language Ecology?	9
Language Learning Ecology	9
Theoretical Underpinning: Ecological System Theory (EST).....	10
Empirical Literature Review	11
Research Gap	13
Conceptual Framework.....	13
Chapter Summary	15
CHAPTER III	16
RESEARCH METHODOLOGY.....	16
Philosophical Premises of the Study	16
Ontology of My Research.....	16
Epistemology of My Research.....	17
Axiology of My Research.....	18
Consideration of Paradigms: Interpretive Position	19
Narrative Inquiry as a Research Method	20
Participants Selection.....	21

Data Collection Tools and Techniques	21
Data Analysis Process.....	21
Quality Standards.....	22
Authenticity.....	22
Credibility	22
Transferability.....	23
Confirmability.....	23
Ethical Standards	23
Informed Consent.....	23
Harm and Risk	23
Privacy, Confidentiality, and Anonymity	24
Place of Temporality, Spatiality, and Sociality in the Study Error! Bookmark not defined.	
CHAPTER IV	25
NARRATIVE PORTRAYAL	25
Story of Taboo	25
Shanta's Story: Struggle with Self	26
Physical Aspects of English Language Classroom.....	27
Teachers' Behaviours in Classroom	28
Process of English Language Teaching	28
Created Classroom Cultures	28
Teachers' Interaction	29
Psychological Awareness of Students	29
Biren's Story.....	30
Process of English Language Teaching	32
Sajan's Story :.....	33
Physical Aspects of English Language Classroom.....	33
Classroom Behaviors of Teachers	34
Teachers' Interactions	35
Chapter Summary	36
Chapter V.....	37
Teachers' Understanding of THE Language Learning Ecology Approach	37
Healthy Behaviors in Learning	37
Promoting Interactional Culture	39

Non-human Friends in the Classroom	41
Outdoor Aspects.....	42
Worlds Perceptions	44
CHAPTER VI.....	47
Implementing Language Learning Ecology Approach in Classrooms	47
Strategies of Language Learning Ecology Approach	47
Challenges of Implementing Language Learning Ecology	50
Limited Availability of Technology and Resources	52
Inadequate Teacher Training	53
Resistance to Behavioral Change.....	53
Coping Strategies of Challenges in Language Learning Ecology	54
Use of Technology	54
Collaborative Learning	55
Active Students' Involvement.....	55
Encouraging Learner Reflection	56
Chapter Summary	57
CHAPTER VII.....	58
Summary, Key Findings, and Reflections	58
Key Findings.....	59
Implications of the Study	61
Reflection.....	62
REFERENCES	64
APPENDICES	73

CHAPTER I

INTRODUCTION

This chapter begins with my reflection on the learning ecology of English language learning. I discuss the ecology of language learning. I concentrate on my lived experiences as a student and as a teacher, which highlights my teaching techniques from teacher-centered to student-centered teaching. Then, I present the justification for the study and issue statement. I chose the goal based on which I set research questions. Similarly, I explain the delimitations of my study, and finally, I conclude this chapter with the structure of the study.

My Personal Experience

I was born in a multilingual, multicultural, and multiethnic society in Western Nepal, Salyan district. Because of its geographical uniqueness, the ecology of language learning has always been a subject for teachers, policymakers, and researchers in teaching and learning. The practice of education in a single class with students from different social, economic, cultural, psychological, and geographical backgrounds of the students is an excellent question for a language teacher. So this was the case with me when I was an English Teacher at Valley Public School of Rukum district in 2007A.D.

After teaching in class one, I gave assignments on reading, writing, speaking, and listening. Most of them would do the exercises from reading and writing passages that were taught in the classroom. But if the questions are from the speaking and listening activities in the school, only a few would interact with the teachers. I had several challenges in creating an effective learning environment. Maintaining equal learning outcomes in all language skills was difficult for me. Students used to perform well at secondary skills (writing and reading) of language, whereas primary skills (speaking and listening) of speech were not satisfactory. I tried new methodologies and techniques by consulting my college teacher but hardly maintained a learning environment. Which always reflected my own experience of being a student at a public school.

Revisiting my childhood experiences delighted me and inspired me to reflect on my real stories in learning. My family didn't formally attend school. However, they

have been experienced motivators, teachers, and sources of inspiration to me. My father was a farmer, and my mother was a housewife. I had to walk six kilometers daily to the school, surrounded by multilingual communities. My primary school, namely Shree Jana Jagrit School, was in Kumakh Rural Municipality (formerly Kalagaun Village Development Committee (VDC), ward number five), ward number four of my village. Indeed, all the parents were aware of sending their children to a school like mine. We used to be altogether forty to fifty in each class. All our subjects up to grade three were taught by the head teacher. He was our class teacher, subject teacher, and head teacher. Each student had language variations. Our family language influenced the target language.

I started learning English only in grade four, and my English teacher was Sushil (Pseudo name), who used to lecture in the class and hardly spoke and interacted in the English language with us. He ignored the concept of learning ecology, where we did not get many chances to interact, which resulted in less exposure to learning. Instead of focusing on the student-centered method, he used to teach through the grammar-translation method. It continued up to my secondary level. Later, I realized, I could hardly pass the exam but could not interact in English when I met friends from different schools at my Higher Secondary Level (known as 10+2).

For my Higher Secondary Level (10+2), I went to Rukum district in 2007 AD. There, I happened to meet students from different learning backgrounds, and the number was also high compared to my secondary school. At that time, studying Major English was respectable as well as challenging. Thanks to my English teacher, who did not leave any comment on teaching. He used to teach us using different teaching materials and techniques. He was equipped with good classroom management skills without boring his class, and he always captured the whole learning situation and changed our seating with different colleagues. He was aware of the learning environment, which was proved by the learning outcome of each student, even those who used to fail in other subjects. He was my favorite teacher and taught me the primary and secondary English language skills, which I could not understand at my secondary level because teachers lacked learning ecology skills.

When I could communicate in English only after my class 12, I realized the need to learn ecology, even at the school level, which I could not get. I was not taught by teachers who were aware of learning ecology, especially in English language teaching.

Reflecting on my secondary and Higher Secondary levels, I came to this stage to explore the perception and practice of English language learning ecology at the school level. This led me to research this issue. As school is a place where students come from diverse cultural, social, linguistic, geographical, economic, and religious backgrounds, addressing their needs is a challenge to the teachers, especially those who lack the skill of learning ecology. Finding the current practice and the perceptions on learning ecology helped practitioners, English language teachers, students, school managers, and researchers used in education.

Therefore, I decided to continue my education and research the same issue. Real experiences and stories pushed me to higher secondary education, Bachelor and a Master, but my keen interest and exploration remained unaddressed. When I joined my MPhil in English Language Education in 2019, I visited the platform of what I wanted. There, I decided to continue researching the same area and explore what I desired. My research journey will likely give me the right direction for an unending exploration of the English language learning ecology.

Learning ecology simply means the process of teaching or learning of language in the classroom. In this regard, Van (2010) put forward that learning ecology refers to every activity of teachers and students. Further, learning ecology includes overall knowing activity in a diverse setting. According to Barron (2006), learning ecology provides learners with opportunities for meaningful participation in creative activities and pursuing learning materials outside the core learning setting. In this way, language learning ecology helps both the instructor and learner effectively in diverse situations.

The Rationale of the Study

Learning Ecology has been an emerging field for scholars such as Einar Haugen and Uri Bronfenbrenner and researchers worldwide. From 1970 to the present, several academics have researched to identify contemporary difficulties and investigate ecological elements of language learning in EFL situations (Lasagabaster & Sierra, 2009). Despite this, there is a lack of research on the ontological premises of English language teaching and ecological chains in the field of EFL, particularly in Nepali secondary English language classrooms.

My study aimed to fill this gap in research by investigating the current ontological premises of English language teaching and the ecological chains in EFL classrooms in Nepal. The primary rationale for my study is to increase awareness

among EFL teachers, scholars, and linguists about recent research trends in the field of language learning ecology. By doing so, I hoped to facilitate the enactment of research-informed practices that can enhance language learning outcomes.

Furthermore, my study explored the consciousness of the mind and the participants' passive intentionality that underlies the ontological and epistemological ground of narrations (Wendt, 2004). Specifically, I explored the role of English teachers in the EFL setting and the impact of their perceptions and practices of language learning ecology on students' learning outcomes. Given that many public schools in Nepal practice being model-based institutions (Poudel et al., 2021), the model I generated through the experiences and stories of secondary teachers on their existence and identities and changes in the social context, as well as EFL classrooms, would support them in a real learning environment.

Furthermore, implementing new policies and methodologies in English language teaching has added challenges for teachers. Therefore, exploring English language teachers' perceptions and experiences of language learning ecology in the context of Nepal helped teachers face these challenges and achieve a high level of related learning outcomes. In particular, my study investigated the struggles of English language teachers in creating their identities and ideas to promote EFL knowledge and balance them ecologically.

In summary, my dissertation aimed to investigate the current ontological premises of English language teaching and ecological chains in EFL classrooms in Nepal. By doing so, I hope to increase awareness among EFL teachers, scholars, and linguists about recent research trends in the field of language learning ecology and facilitate the enactment of research-informed practices that can enhance language learning outcomes. Furthermore, my study explored English language teachers' perceptions and experiences of language learning ecology in the context of Nepal to help them face the challenges posed by implementing new policies and methodologies in English language teaching.

Problem Statement

While exploring the concept of language learning ecology, many questions arise regarding its implementation in the classroom setting. As language learning ecology emphasizes the interaction between learners, teachers, and the learning environment, examining how teachers incorporate language learning pedagogy into their classroom practices is essential. This is especially important in multicultural

classroom settings, where teachers must navigate their students' diverse linguistic and cultural backgrounds.

Many questions arose in my mind when I started thinking, observing, and experiencing language learning ecology. As language learning ecology is a learning process, all classroom activities, interactions, and roles played by teachers are students for effective teaching and learning of language (Van, 2010) in my English Language learning experiences. As language learning ecology guides the overall activities in class for effective learning, is it in practice? How do teachers implement language learning pedagogy in class? Do they encounter challenges in implementing in a multicultural classroom setting?

Similarly, effective use of language learning ecology incorporates proper methodology, techniques, space, and learning roles (Richards & Rodgers, 2014). Using these methodologies, techniques, and identified roles directly helps achieve learning outcomes in diverse classrooms. In such a context, can our teachers maintain ideological context in class? Are they able to handle the diverse attitude of the learners? Are they aware of language learning ecology?

To effectively utilize language learning ecology in the classroom, proper methodologies, techniques, and learning roles must be identified and utilized. However, questions arise as to whether or not teachers can maintain the ideological context in class and handle the diverse attitudes of their learners while promoting the learning environment.

Palmer (2005) stated that language teachers are responsible for maintaining the learning environment in class even if there are learners with diverse learning attitudes. In the context of Nepal, an English teacher has a strong agency role in promoting classroom interaction, engagement in the classrooms, and their own identity inside and outside the classrooms. Is sufficient interaction performed in a language classroom? Are our teachers able to address the diverse learning attitudes of the learners? Are all students aware of the learning environment?

In the context of Nepal, where English language proficiency is becoming increasingly important for socio-economic mobility, English teachers play a crucial role in promoting classroom interaction, engagement, and their own identity inside and outside the classroom. However, the impact and how English teachers create the EFL context's identity and promote existing language learning ecology is an unexplored area of research. Therefore, it is important to investigate how English

language teachers can maintain their identity in diverse social contexts and their roles and responsibilities in maintaining language learning ecology.

In addition to language teaching, language instructors' roles extend beyond the classroom to socio-economic development in society and the country. The interaction of teachers, particularly in social, educational, and political contexts, is an essential aspect of promoting English language learning. Through their engagement in these areas, English teachers can contribute to the development of the country and raise awareness about the importance of English language proficiency.

Further, language instructors' role is not limited to language teaching. It is beyond the socio-economic development of the society and country (Azman, 2016). Interaction of the teachers, particularly in social, educational, and political, is an essential part of it; the teacher agency has a vital role in teaching English as a foreign or second language and the existing educational system of the country (Hargreaves, 2000). The impact and how an English teacher creates the EFL context's identity and promotes the EFL teacher's existing language learning ecology is not investigated and unexplored (Motallebzadeh & Kazemi, 2018). This has brought me an essential matter of interest in the research. Such as: How can English language teachers maintain their identity in diverse social contexts? What are the roles and responsibilities teachers play in maintaining language learning ecology?

In conclusion, investigating the classroom implementation of language learning ecology is crucial for effective language teaching and learning. English language teachers in particular have a vital role in promoting the development of their students and the country as a whole. By exploring how teachers maintain their identity in diverse social contexts and their roles in maintaining language learning ecology, we can better understand how to promote language learning in multicultural contexts effectively.

Purpose of the study

The purpose of this study was to explore teachers' understanding and application practices of language learning ecology in English language classrooms in Kathmandu Valley.

Research Questions

This study tried to find the answer to the following research questions:

1. How do secondary English language teachers narrate their understandings of the language learning ecology approach in language classrooms? (collaboration, communication)?
2. How do secondary English language teachers narrate their experience implementing language learning ecology in classrooms?

Delimitation of the Study

This study is delimited in exploring secondary-level English language teachers' perception and practical experiences on language learning Ecology. Language in my study means the English language. This study is delimited to make meanings from experiences and stories of English teachers on language learning ecology. Though language learning ecology has broader and more diverse dimensions, my study is delimited in classroom language learning ecology.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter explores the related literature under the theoretical, empirical, and policy themes. First, I narrow down the broad concept of ecology and then narrow it down to language ecology, and I present language learning ecology. Similarly, I explore ecological system theory as the theoretical support for this study. Later, an empirical literature review follows a conceptual framework and research gap. Finally, this chapter ends with a chapter summary.

Ecology: Conceptual Understanding

Ecology, a term widely defined by Parkes and Horwitz (2016) and Haugen (1972), refers to the combination of diverse biotic and abiotic elements in the environment that are fundamental to maintaining a healthy ecosystem. Researchers employ various scales of analysis to study ecology, ranging from individual organisms to populations, communities, ecosystems, and biospheres (Kremen, 2005). It is crucial to note that ecology is not limited to the study of pristine wilderness, biodiverse forests, or picturesque landscapes. Rather, it is the investigation of the intricate interplay between living and non-living entities, as highlighted by Marque et al. (2014). Unlike biology, which focuses on the ‘what’ and ‘how’, ecology delves into the ‘who’, ‘when’, and ‘why’ of the interactions between organisms and their surroundings.

Ecology is a subfield of biology that explores the mechanisms of how organisms interact with each other and their environment. Potter et al. (2013) further clarify that an ecosystem comprises a community of organisms and their abiotic environment.

In the context of language learning, the term ecology can be defined as the environment of the English language class. The concept of language learning ecology encompasses diverse components comprising the learning environment, including human and non-human factors that may facilitate or impede language acquisition (Benson & Reinders, 2011). Thus, valuable insights into language learning outcomes can be gained by studying the language learning ecology.

What is Language Ecology?

Much like its ecological counterpart, language ecology is a multifaceted concept encompassing various components essential for the proper acquisition, learning, and use of language. As Mercer (2013) notes, language ecology includes several properties of language, such as grammar, structure, skills, and aspects, along with the context in which people use language for communication. Moreover, language ecology also incorporates diverse aspects of language acquisition, learning, and teaching, including policy implementation and practice at different educational levels (Van, 2004). As such, language ecology encompasses educational policies that address language choices in multicultural settings, language learning outcomes, and the role of linguistic aspects in effective communication (Haugen, 1972).

Additionally, language ecology encompasses various interactions, practices, and power relations that shape language use in diverse contexts. As Tudor (2001) suggests, language ecology is not limited to the study of language as a discrete entity, but it also focuses on the social, cultural, and political factors that influence language learning and use.

The learning aspects of language ecology, including the setting, role, learning level, and readiness of the learner, are essential considerations in the study of language ecology (Eilam, 2012). Furthermore, language ecology also includes the examination of the role of various stakeholders, such as teachers, students, and policymakers, in shaping language learning outcomes (Ramanathan & Atkinson, 2012).

In summary, language ecology is a complex and dynamic concept encompassing various components essential for language acquisition, learning, and use. From the linguistic properties of language to the socio-cultural, political, and educational factors that shape language learning outcomes, language ecology offers valuable insights into the intricacies of language learning and communication in diverse contexts.

Language Learning Ecology

The proper environment for learning a language is language learning ecology (LLE). It consists of the situation, behavior, and language learning process. In this regard, Cao (2014) defines language learning ecology as the systematic study of language learning in diverse situations. As my study was specifically related to the classroom setting of language learning ecology, I prefer to define the ecology of

language learning in the classroom setting. In this regard, language ecology includes classroom behavior by teachers and students (Kukulka, 2009). In addition, LLE also includes different approaches, techniques, activities, methodologies, and actions employed in the classroom for a proper learning environment (Chapelle, 2009). Chapelle (2009) also added teaching learning strategies and conventions of language teaching in a language classroom. Including the current context of worldwide teaching-learning, Godwin (2014) stated that virtual and physical settings also come under LLE, where learning a language can be more effective.

This way, language ecology has diverse dimensions and areas, including learners' behaviors and the teacher's roles and responsibilities. Similarly, it includes pedagogy, classroom culture, seating arrangement, interactions, psychological awareness, and physical aspects. Relating it to English language teaching, all skills and aspects are taught or learned in a classroom setting because our society does not accept English as a means of daily communication. So, in teaching language skills and aspects, a teacher needs to create a good atmosphere in class so that students can achieve a high level of competence and performance.

Theoretical Underpinning: Ecological System Theory (EST)

As my study is solely related to ecology and its practice in language learning, I use Ecological System Theory (EST) by Bronfenbrenner (1976) which believes learning behavior is possible with proper relation between receiver and provider. In its more comprehensive view, EST includes external factors like parents and guardian roles in language learning. Likewise, EST believes the classroom is one example of an ecosystem for proper learning. Interaction, debate, participation, action, and role play in the classroom significantly influence learning. Adults and young learn from the appropriate and rich interaction between in its role-takers. Teachers' and students' rich interaction adds to the learning in conceptualizing this in the classroom.

Similarly, other factors like the teacher's role, competence, commitment, and motivation also play a role in the proper language learning outcome. On the other hand, students' commitment, eagerness, behavior, psychology, physical aspects of the classroom, background, learning attitude, and level also play a crucial role in language learning. In this way, the ecological study of language learning, EST, is the best theoretical framework for this study.

Furthermore, the EST, as the theoretical stand of my research allows for building fundamental relationships with their students and creating a communication-

rich classroom that involves the parents. Conceptualizing the classroom as an ecosystem allows us to ask the central question posed ecological theories (Bronfenbrenner, 1979) propose that youth learn via their social interactions in the multiple contexts they navigate daily above in terms of the relationships between learning the language and other elements of the context: the human players (learners, teacher); forms of interaction, notably classroom discourse; organizing forces such as the curriculum; and so on.

In my study, this theory was helpful in different aspects of teaching and learning where teachers' and students' behaviors were the major. Similarly, in exploring the interaction between teachers and students in a classroom setting, this theory is expected to help. Further, I expect this theory to be the fundamental theory of ecology and system in behavior shaping. It helps me explore teachers' perceptions and practical aspects in practicing and managing language learning ecology in English language classes.

Empirical Literature Review

In this section, I present a detailed discussion of the previous studies conducted in the field of my issues. I try to include studies from diverse contexts.

Palmer (1974) discussed that language ecology is a figurative arrogance that allows teachers to manage proper writing and speaking skills of language learning. With qualitative study, he explored the different political, social, cultural, and psychological ideologies in the proper learning context. According to the findings, integrating the concept of language learning ecology and interaction between learning agencies (school, society, and friends) promoted the appropriate learning situation.

Van (2010) investigated the environmental factor in affection language learning and teaching. He investigated the role-relationship among ecosystems for proper learning. He found that learning is possible in human communication at different levels, including symbolic, social, and physical. The physical setting in his study is the crucial setting for learning. Multilayered interaction in a physical setting is appropriate learning ecology.

Similarly, Fishman (1967) added a multilingual learning setting with the learners' linguistic background (bi-multi) deciding the learning process in his study. The language level in society and around the globe also motivates learners to learn. He found that dialectical varieties of language learning and international language

learning are different in their learning motivation, so the position of the language is also vital in learning.

Poudel and Baral (2021) conducted a study in Nepal to investigate the current foreign language teaching and learning situation. The study found that foreign language learning had become a means to access economic gains, employment, and education opportunities, contributing to reshaping the ecological relationship among the foreign languages in Nepal. The study highlighted the need to balance the preservation of endangered indigenous languages with the promotion of foreign language learning to enhance economic opportunities. The findings have implications for language policy makers, educators, and learners in Nepal and beyond.

On the other hand, Baldauf (2006) studied the in-depth level of language studies from an ecological viewpoint. In his study, he included different policies and planning processes from the micro level, employing the ethnographic methodology. He concluded his study with micro-level aspects of language to be considered in language learning and teaching.

Rai (2021) conducted a study on the ecological approach to second language (L2) teaching, emphasizing the importance of understanding the ecological relationships between languages in ELT. The study highlighted the need for English language teachers in Nepal to adopt an ecological approach to teaching that considers their students' diverse linguistic and cultural backgrounds. The findings of this study had implications for language policymakers, educators, and learners in Nepal and other multilingual contexts.

Mulhausler (1994) studied the effect of teaching language in linguistic ecology. According to him, linguistic ecologies get affected when individuals or groups in social and cultural settings use several languages. On the other hand, language and its linguistic properties are saved when practised in different social and cultural settings. A new language is learned with ample interaction among multilinguistic backgrounds in a diverse social setting.

Like this, Piron (1994) investigated the human and financial costs associated with adopting the ecology of language paradigm. On the other hand, it would be entirely incorrect to suppose that adhering to the English diffusion paradigm is without cost. Practical types play important roles, particularly in the global linguistic ecology.

The studies discussed the importance of the ecological approach in language learning and teaching. Palmer (1974) emphasized the integration of language learning ecology and interaction between learning agencies for proper learning. Van (2010) focused on the role of the physical setting and multilayered interaction for appropriate learning ecology. Fishman (1967) highlighted the impact of multilingual learning settings and the learners' linguistic background on learning. Poudel and Baral (2021) studied the current situation of foreign language teaching and learning and emphasized the need to balance the preservation of endangered indigenous languages with the promotion of foreign language learning. Baldauf (2006) examined the micro-level aspects of language studies from an ecological viewpoint. Rai (2021) studied the ecological approach to second language (L2) teaching and highlighted the importance of understanding the diverse linguistic and cultural backgrounds of students. Mulhausler (1994) emphasized the effect of teaching language in linguistic ecology, and Piron (1994) discussed the human and financial costs associated with adopting the ecology of language paradigm.

Research Gap

Going through the previous studies, I found different dimensions of language learning ecology are discussed; for example, language ecology is a metaphorical concept Palmer (1974), ecological relationship (Van, 2010), and bilingual aspect in ecology and diglossia (Fishman, 1967). Similarly, I found the importance of sound ecology in the classroom (Baldauf, 2006), the impact of language teaching on linguistic ecologies (Mulhausler, 1994), and the principles of the ecology of language (Piron, 1994). But actual perceptions and practices from the field exploring the lived experience of teachers were not well explored. So, I was determined to conduct this study.

Conceptual Framework

The conceptual framework presented in this study outlines the researcher's approach to understanding English language teachers' learning experiences. The framework is based on the interpretative paradigm and Ecological System Theory, which provides a lens to examine the complex interactions between individuals and their environment.

The framework consisted of several key components. The central focus is on the English language teachers and their learning experiences. The study sought to

understand the various factors that influence these experiences, including personal, social, and cultural contexts.

Secondly, the framework considered the different levels of the ecological system that affect the English language teachers' learning experiences.

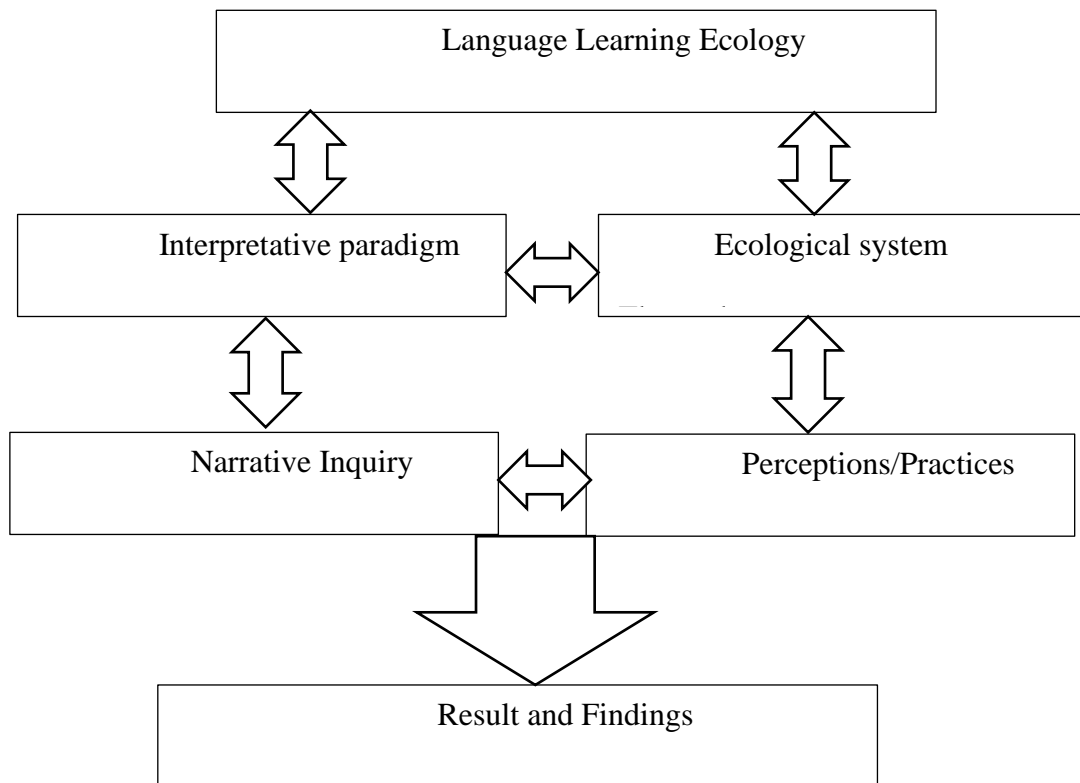
Bronfenbrenner's Ecological System Theory posited that individuals' development is shaped by the interactions between different systems, including the microsystem, mesosystem, exosystem, and macrosystem. The study considers the role of these different levels of the ecological system in shaping the English language teachers' learning experiences.

Thirdly, the conceptual framework includes various factors that influence the English language teachers' learning experiences. These factors include personal characteristics, such as motivation and prior knowledge, as well as external factors, such as school culture, curriculum, and teaching resources. Fourthly, the framework considers the various outcomes of the English language teachers' learning experiences. These outcomes include changes in their teaching practices, improved student outcomes, and professional growth and development.

Overall, this conceptual framework provides a holistic view of the complex interactions that shape English language teachers' learning experiences. By adopting the interpretative paradigm and Ecological System Theory, the study aims to generate rich and nuanced data that can inform the development of effective language teaching strategies and policies.

I have prepared the following conceptual framework in the research in which the whole picture is represented. In my study, I have followed the philosophy of interpretative paradigm with Ecological System Theory (1971). Initially, I collected the English Language teachers' learning experiences by adopting interviews and observations. I analyzed the data after generating the themes. The figurative conceptual framework is presented as follows:

Figure 1
Conceptual Framework



Chapter Summary

In this chapter, I presented a detailed discussion of related literature, including thematic, theoretical, and empirical. First, I discussed the concept of ecology, language ecology, and language learning ecology. Then I briefly discussed the ecological system theory and how it helped my research journey. Likewise, I presented the research gap and conceptual framework. Finally, I concluded this chapter with a chapter summary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter serves as a road map for the methodological approaches in this study. Ontology, epistemology, and axiology are three philosophical pillars in the study. It follows the use of narrative inquiry as a research approach and how it portrays the definition of the meaning-making process I used for this study. The chapter ended with a discussion of the ethical guidelines and standards I used for this study to investigate the research domain.

Philosophical Premises of the Study

Research paradigms act as a guide about the existence of knowledge, the value of knowledge, and how we can get that knowledge. Every research is interpretive since it is informed by the researcher's thoughts and values regarding how the world is comprehended and investigated (Denzin & Lincoln, 2005), so every research begins with a paradigm, which is the basic set of beliefs that guide action (Denzin & Lincoln, 2005) of the researcher. Regarding philosophical assumptions, I am interested in the fundamental aspects of philosophical premises: ontology (nature of reality), epistemology (theory of knowledge), and axiology (value).

Ontology of My Research

I firmly held the value of relativism. Ontologically speaking, the approach tries to find contextual meaning-making rather than reproducing established understanding as truth. The epistemic metaphor is interpreting and constructing allocated essential details that are crucial in contextual understanding through literal, metaphorical, and poetic dimensions of language (Bryman, 2012). The idea of interpretivism grounded my study. The interpretive approach to understanding language ecology accepts that theory of reality lies within the life of EFL teachers. I understand that the reality of language learning ecology occurs within the life of EFL teachers who perform teaching-learning activities in the field of EFL teaching.

Language learning ecology refers to the various factors and elements that interact and contribute to language learning. This includes the social and cultural context in which learning takes place, the resources and materials available, the learners themselves, and the teaching methods and approaches used. In the field of

EFL teaching, teachers play a critical role in shaping the language learning ecology. They design and deliver lessons, select and adapt materials, create learning environments, and interact with learners in ways that can either facilitate or hinder their language learning.

As EFL teachers navigate this complex learning ecology, they are constantly making decisions and choices based on their knowledge, beliefs, and experiences. These decisions can significantly impact learners' language development and the overall success of language learning programs. Therefore, understanding the reality of language learning ecology as experienced by EFL teachers can provide valuable insights into better supporting language learners and improving language learning outcomes. This can involve exploring the challenges and opportunities that EFL teachers encounter, as well as identifying effective strategies and approaches that can be used to enhance language learning.

Epistemology of My Research

I believe knowledge can be constructed by understanding individuals' roles in their respective areas, experiences, and stories. Interpretive research epistemology is based on narratives and experiences. All these experiences and stories did not fall from the sky, nor do they emerge from an interior self; they are composed and received in individuals' context and life world (Riessman, 2008). It is the fact that interpretive research was conducted within the cultural, experiential, and narrative structure of our life, which makes meaning in my study. Construction of knowledge on language ecology interpreted EFL teachers' past and present experiences and stories.

In the context of language learning ecology, this means that understanding the experiences and perspectives of EFL teachers is essential for constructing knowledge about how language learning occurs. EFL teachers play a central role in shaping the language learning environment, and their decisions, actions, and interactions can significantly impact learners' language development.

Interpretive research provides a framework for exploring the complex and dynamic nature of the language learning ecology from the perspective of EFL teachers. By focusing on their experiences and stories, we can gain insight into the various factors that shape language learning, including social and cultural contexts, teaching methods and approaches, and the learners themselves.

Moreover, interpretive research recognizes that knowledge is not static or fixed, but is continually constructed and revised through ongoing dialogue and interaction. By engaging in ongoing conversations with EFL teachers, we can gain a deeper understanding of their experiences and perspectives, and use this knowledge to improve language learning outcomes.

Overall, the epistemology of this research emphasizes the importance of understanding the contextual and subjective nature of knowledge construction. By exploring the experiences and stories of EFL teachers, we can gain insight into the complex and dynamic nature of the language learning ecology, and develop a more nuanced and comprehensive understanding of how language learning occurs.

Axiology of My Research

In the race of inquiry, I value my participants' experiences and academic, cultural, and social understandings. Value provides quality judgment and ontological claims (Given, 2008). It means that the axiology of the interpretive paradigm believes that specific values guide everyone to decide the worth of any knowledge; however, no values in society are wrong, but they are only different (Bryman, 2012). That is why I try my best to respect the participants' opinions and views on the ecology of language teaching and learning without any discrimination. Regarding the construct information of language ecology through participants' views were filtered proceeded stories and analyzed based upon their underlying academic values, culture, and contexts in the light of already established/proven values, theories, and knowledge available in English language teaching and ecological manner. Their uniqueness, critical thinking ability, multi-layered academic values, and experiential, cultural, and contextual knowledge are respected. At the same time, I put my effort, academic values, and knowledge into space in this inquiry.

In my research, I have placed a high value on the experiences and understandings of my participants, recognizing that these are shaped by their academic, cultural, and social contexts. This axiological stance emphasizes the importance of acknowledging and valuing diverse perspectives and recognizes that knowledge is not universal or objective but is shaped by the individuals and communities who produce it.

My emphasis on valuing participants' experiences and understandings aligns with a constructivist approach to research, which emphasizes that knowledge is co-constructed through interactions between the researcher and participants. This

approach recognizes the importance of reflexivity and acknowledges the role of the researcher's values and beliefs in shaping the research process and outcomes.

Additionally, my axiological stance recognizes the importance of quality judgment in research. Quality judgment involves making evaluative judgments about the research process and outcome based on a set of criteria and standards. This involves assessing the validity and reliability of research methods, as well as the ethical considerations that are involved in conducting research.

Overall, the axiology of my research emphasizes the importance of valuing diverse perspectives, acknowledging the role of context in shaping knowledge, and making quality judgments based on established criteria and standards. This approach highlights the importance of reflexivity and ethical considerations in research and seeks to produce socially, culturally relevant, and responsive knowledge.

Consideration of Paradigms: Interpretive Position

Considering my paradigmatic stands, I adopted an inquiry to serve my participants' context's multiple values, beliefs, and experiences. I, therefore, selected the paradigmatic of multiple methods within the interpretive research design. According to the interpretive paradigm, there is no observable reality, reality is socially produced and different realities and interpretations of a single occurrence exist (Rowlands, 2005). My informants were intentional and creative; they would act intentionally and make meanings (Cohen et al., 2000). Thus, this research is based on the interpretation of stories and experiences of language teachers, which provide the knowledge. In their interactions with one another and with more extensive social systems, people construct, interpret, and experience it (Cresswell, 2007). Hence, standing on the interpretive paradigm, I understood and interpreted the reality of entrepreneurship in terms of my participants' values, beliefs, and experiences. In other words, being an interpretive researcher, I focused on generating a context-based understanding of my participants' thoughts, beliefs, and values with the belief that time and context-free interpretation is not possible (van Manen, 2009). Within the interpretive frame of reference, I have used three methods to understand my participants' values, beliefs, and experiences. They are narrative inquiry, ethnography, and phenomenology.

Likewise, I have used interpretive inquiry as another supporting method in this study as my desire to understand my participants' academic behaviors in their cultural

contexts. My own experience as an English teacher and a researcher in different institutions is embedded with my research participants' opinions.

Narrative Inquiry as a Research Method

The study of experiences comprehended narratively is the main goal of the research paradigm known as 'narrative inquiry'. A narrative is thought of as a story, as a method of recognizing, as a way of giving anything significance, and currently as a method of investigation (Barrett & Stauffer, 2009). It is a way of reflecting on and learning from the experience.

In my present research, I have focused on understanding the participants' experiences, i.e., my focus is on how English language teachers perceive language learning ecology in language learning classes and how they express the experience of maintaining language learning ecology in English language classes. A research paradigm known as 'narrative inquiry' concentrates on examining narratively interpreted events. A narrative is viewed as a story, a method of identifying and generating meaning, and currently, as a method of investigation (Barrett & Stauffer, 2009). It is a strategy for reflecting on and understanding the event.

I used narrative inquiry to create an extraordinary universe where the story governs experience (Xu, 2009). I employed this technique to investigate the individual stories of my four participants (Chase, 2008). I selected a narrative approach to elicit participants' first-hand accounts because my research objective is to examine the experiences of English language teachers as this approach is promoted as an effective instrument for developing a thorough grasp of English language teachers who have good experience of maintaining language learning ecology in English language classrooms.

My participants told me chronologically about their untold stories. Instead of gathering statistical data, I collected information in words, texts, and stories (Clandinin & Connelly, 1990). So, I found narrative inquiry suitable for this study.

As a narrative inquirer, I am attuned to the concept of temporality and how it relates to my participants' events and lived experiences. In my research, I have focused on understanding the past, present, and future of all events as narrated by my participants, as well as the ongoing revisions of their experiences and self-understanding over time.

In addition, I adapted sociality as a core element of narrative inquiry and have attended to my and my participants' personal and social conditions. This involved

understanding our personal feelings, hopes, desires, and moral dispositions, as well as connecting social conditions, events, and experiences during the inquiry process.

The notion of place has also been a crucial element of my inquiry, as I prioritized the physical and topological boundaries of where the research process and events took place. By examining my participants' experiences of time, society, and place, I have been able to understand the significance of those experiences and their impact on individual practices and engagement.

To analyze the data obtained from my participants, I used Clandinin and Connelly's (2000) three-dimensional narrative inquiry space, which includes sociality, spatiality, and place. This helped me to explore my participants' practices and interactions, as well as their backgrounds and sociocultural practices related to this research study.

Overall, my research aimed to provide a detailed understanding of each participant's journey and experiences, with a focus on the temporal, interactional, and environmental relationships surrounding their narratives.

Participants Selection

As a researcher, I used a narrative inquiry as the research design and chose three English language teachers from Kathmandu Valley. I explored their grounded stories and lives and their roles in establishing, creating, and promoting practical language learning ecology in the classroom. I interviewed English language teachers from Kathmandu Valley and judged their grounded ontological and epistemic values on language learning ecology to choose possible participants for the final interview.

Data Collection Tools and Techniques

I used in-depth interviews to dig out my participants' perspectives on the ecology of language learning in English language classrooms. Unstructured interview questions were used. I used interview questions to obtain details of their experiences and stories. Then, with their prior consent, I recorded their sharing. I began the interview by having a casual discussion on current ELT trends. I enquired about the participants' background information, took notes, recorded the conversation with an audio recorder, and gradually transitioned to leading inquiries.

Data Analysis Process

The researcher must communicate the data they have gathered in a relevant fashion, especially when conducting qualitative research. In line with Tin's (2013)

assertion that data collection and analysis work hand in hand, I later described, interpreted, and summarized.

I also categorized and segmented the data I had collected, assigning a code, for example, from the large data to the codes for making themes to each of the themes provided by the participants, in keeping with the statement of Liza (2008) that the thematic analysis is a process of data segmentation, categorization, and reconstruction. I shortened and grouped the data after coding. This enabled me to condense the data into something I could manage. The repeated codes are clustered together among the participants for themes. In this approach, after creating various themes, I can, if necessary, combine them into more prominent themes. All of the analysis was done based on these concepts.

Quality Standards

I firmly feel that upholding applicable quality standards is a challenging endeavor. As a qualitative researcher adhering interpretive paradigm, I tried to uphold the norms of reliability, truthfulness, credibility, transferability, and conformability (Taylor, 2014). I avoided embellishing and misrepresenting the shared experiences and methods. I continued to be cautious enough to uphold standards of excellence.

Authenticity

According to Liza (2008), authenticity is the impact that the researcher would likely have on members of the culture or community being researched. To maintain the authenticity of my study, I was more respectful towards my participants, my original identity, and myself. To maintain authenticity, I also quoted some of their original voice to justify the authenticity. I tried to facilitate my participants to see themselves as change agents in their local context for their own professional lives (Tayler, 2014).

Credibility

Doyle (2010) stated that accurate interpretations of human experience that people who also share those experiences would instantly recognize the description would preserve credibility. To ensure credibility in research, I used the interviews as a methodological tool to collect data. I conducted lengthy interviews repeatedly for satisfying answers or responses unless similar kinds of responses were repeated from participants.

Transferability

By gathering enough in-depth information about the data in context and presenting it with enough preciseness, the richness of the description and interpretation is available for delivering thick descriptions (Lincoln & Guba, 2002). Thus, to ensure transferability, I collected sufficient data from in-depth interviews and observations.

Confirmability

The confirmability criterion ensures how well the data collected support the inquiry's findings. While conducting this inquiry, I respected the participants' rights, opinions, values, and experiences. As Guba and Lincoln (1989) say, conformability could be maintained by objectifying information from their explanation and the crux of narratives that are rooted in the context and person. I also maintained my subjectivity in this research work by assisting the participants and creating the context of participants' perceptions.

Ethical Standards

Ethics is an essential element in any kind of research. Ethics is an appropriate or approved behavior of a person. Miles and Huberman (1994) mention that a researcher should be aware of some issues while conducting research which can be mentioned as follows:

Informed Consent

It is often argued that the researcher must ask for consent from the participants before conducting research (Hammersley & Atkinson, 2007). In their trust in me, I reassured my participants that the information provided is solely for research purposes.

Harm and Risk

While conducting research, I was very careful while asking questions. Before I asked questions, I inspected the background of the participants not to hurt them regarding their cultural values and aspects. I was very much conscious of their cultural, social, and linguistic background. I tried to ensure that there could not be any harm or risk to my research participants. I did not force them to answer my questions. Similarly, I created a friendly and comfortable environment while taking interviews which helped them share their thoughts, ideas, and experiences clearly (Flick, 2010).

Privacy, Confidentiality, and Anonymity

I always respected my research participants and maintained confidentiality. As a researcher, I was mindful to 'steal the stories of the participants' (Liza, 2008). Therefore, I duly informed the participants of their permission for the entire stages of data collection. I did not break the confidence kept between my research participants and me while interpreting, describing, and analyzing the data. I used pseudo names to maintain their privacy as my honesty, confidentiality, and anonymity (Lincoln & Guba, 1989).

CHAPTER IV

NARRATIVE PORTRAYAL

I present the narratives of my research participants based on the anecdotes and my formal and informal interactions with them in this chapter. I aim to connect these narratives of my research participants with the subject of my research. The stories together with the research participants' main life events in which the English language played a significant role were presented.

Story of Taboo

I teach in a constituent campus of Tribhuvan University, named Mahendra Ratna Campus, a Teacher Education College in Nepal. My regular class begins at 7:30 am in the morning. We, teachers, gather and start sharing our learning experiences during the short break. One day, one of the faculty members of the English department requested me to share the story of how I learned the English language in such a geographically, linguistically, and economically diverse environment. Then, I narrated my story this way;

Learning was accidental and exciting in my life. I was the youngest child of my parents, who never attended formal education in their life. They spent their time in agriculture. I was grown up in a multilingual community in western Nepal. Most of the parents in my village used to go to several parts of India (locally called Kalapahad) for their seasonal earnings. As laborers, they worked in factories, coal mines, farming, and so on. One of them was my father who managed the money for my education.

I was in 9th standard, it was the month of April, the day of Chaite Dashai. One of the senior Dai of the village appeared with a big tape recorder with a long aerial. He was dressed in Pyarilal Pants. He spoke with his village friends using Taboo, unknown to me. I didn't know what that word meant. I went to my house, turned English dictionary, and found that Taboo meant to be forbidden in any system or situation. I thought that knowing something is greatly affected by the current environment.

I thought that the way of learning is also possible through peers. I raised my curiosity in the same way. I used to note down and consult the dictionary if I

found new words on the wall, books and information boards, etc. I had no chance to read newspapers in my village, which was seven kilometers from Chaurjahari airport of Rukum (west) district. There was a branch office of the Authority of Civil Aviation, and Noth Bikram Rana was the station manager. National dailies such as the Gorkhapatra, the Kantipur Daily, The Kathmandu Post, the Rising Nepal, and The Himalayan Times were dispatched to the offices via Nepal Airlines. No one read English newspapers. But I had a keen interest in reading English newspapers. I requested them to give me the newspapers, those were the oldest ones in the collection.

I collected newspapers and started reading them thoroughly. I noted different new words and wrote down each of them in my notebook. In this way, I developed my English learning strategy. I realized that a suitable learning environment could be effective in making learning sustainable.

In this way, our teachers continued to share their experiences of learning English environments. This interaction motivated me to explore their experience of learning ecology of English.

Every day during break, I listened to my friends' stories and decided to study this area of research. At first, I selected three teacher participants, took consent, and listened to their stories. I took support from my friends and relatives to approach my participants initially. After I informed them about my research and took consent, I started to collect the stories and presented them using the impersonal storytelling method (involvement of narrator in storytelling). The remaining part of this chapter narrates the stories of my research participants.

Shanta's Story: Struggle with Self

Shanta was the first research participant I interacted with. She was a secondary-level English teacher at a community school in Kalimati, Kathmandu. Besides teaching her regular class, she worked as an academic in charge of administration. She was from Balkot, Bhaktapur. She had a beautiful family with two children, the elder one studied in the fifth standard and the younger in the third.

She lived in a joint family. Her mother said she was born in Koshi Zonal Hospital, Biratnagar in 1987AD. The entire family welcomed the new member, distributing Laddus at the hospital as soon as she was born. Everything was acceptable to everyone whatever she did as a child. Her father was a civil servant, and her mom was a housewife. Occasionally, she worked in NGOs and schools. It was all

well. She loved going to school. Her brother motivated her by preparing for school. She continued going to school near their home. Later she studied in Rajbiraj and Gaur. However, changing schools frequently was problematic. She had to tackle different learning ecologies each time she changed schools, which affected her learning. After grade seven, she moved to a private school in Biratnagar. She then went to Budhanilkantha School and shifted to Gograaha community school. There the school started teaching English in Nepali medium. Finally, she completed her bachelor's from Pokhara University.

She completed all her schooling and undergraduate education and came to Kathmandu for her Master's degree. Her father used to work in Kathmandu, and she began studying at Kritipur Campus, majoring in English education. She worked as an English language teacher to fund her studies. She called herself an average student like her peers.

Physical Aspects of English Language Classroom

When Shanta was a student at a School in Rajbiraj, she had a classroom with one blackboard and desks for all students. The water and toilet facilities were a bit far away. So, she had to take her teachers' permission frequently to go to the toilet. Teachers hardly used teaching materials except for textbooks in the classroom. Mostly she used textbooks. Her English teacher was the best source of her learning. She recalled it was a teacher-centered approach to pedagogy. She never found good furniture and always lacked pure drinking water, one of the school assistants used to fetch them water from the local tap. On the other hand, the school did not have medical kits in case of medical urgency. She recalled:

Learning English was just reading and hardly writing. However, everyone had problems in reading, writing, speaking, and listening to English. The English teacher taught the course content but did not prepare us to read, speak, and write the required life skills.

Now, she teaches in a classroom equipped with a smartboard. Since it is the only classroom with a smartboard, other classes are difficult to manage there. However, the smartboard has played a vital role in student language learning. The use of the Internet has helped her teaching-learning process. Other facilities are usually in the process of teaching and learning.

Teachers' Behaviours in Classroom

She was the sole daughter in her family and received unwavering support from her parents. With a keen interest in learning, she incorporated empathetic teaching concepts when instructing her students in English, recognising their multiple identities. Unfortunately, the classroom environment was not always safe, with broken windows and inadequate bathroom facilities causing discomfort during lessons. Despite these challenges, her teachers encouraged her to participate in various learning activities, including conversing, telling stories and jokes, and avoiding biased language by not singling out any individual student.

Process of English Language Teaching

She had multilingual, multicultural students in her classrooms. Her teachers used several languages for classroom interactions. That means sometimes teachers used forceful words to instruct their students. And sometimes, she created fun in the class. She encouraged her students to interact by giving them a chance to tell jokes, stories, etc. She mostly used lectures and sometimes audiovisual and participatory activities. She applied activities like chain reading, essay race, role play, drills, etc. in the classroom. Students tried to talk in English though they had difficulties. She found teachers talked with the students in English outside the class, so they like to talk in English with teachers.

Created Classroom Cultures

It was not comfortable for girls. But she thinks her students feel secure inside the class. But most often, they want to go out and play. She allowed her students to write on the board. Sometimes she made them do presentations. Occasionally, she made them prepare some project work, like collecting friends' hobbies, etc. However, shy students didn't expose even in this situation. They reproduced a lively challenge to the language teachers while applying an effective learning environment.

When I asked her how the English language supported her in her life, she replied;

it's very visible that the English language has brought many changes in my life. I started working as an English teacher in a private school eight years ago, and now I'm teaching at the secondary level and working as head of the department of English in this school.

It shows that her knowledge of English supported her in getting the job, and she developed herself professionally. She added that people have different perceptions

of her in school, at home, and in her society. She said my mother always takes my suggestions before they take any decision. *Though I'm a daughter, I bear the responsibility as a son. I work and earn; I use the money for family; I have shared the economic burden of my mother as a son does.*

After reflecting on her response, I believed her knowledge of the English language played a vital role in my life. She thought that if she hadn't had good access to the English language, she wouldn't have got the job easily. Her job helped her to earn money and continue further studies.

Teachers' Interaction

When I asked her perception of teacher interaction's role in promoting English language learning ecology. She had a mixed type of learning environment. As her father was a civil servant and worked in different locations, she also got to learn in new learning environments. Her teachers were so interactive up to the university level at Tribhuvan University. Teachers always focused on fluent interaction in English. Teachers were cooperative and provided the resources rather than dictating the content. As a teacher, she agreed that the role of learning ecology is vital in interaction and enhancing the learners' high achievement in learning.

Psychological Awareness of Students

Learning a language is an asset for learners. Although her mother tongue was Nepali, she could speak English, Tahru, and Maithili. As they belonged to the same community and shared the same language of communication in the community, they felt easy to share problems in language learning by contextualizing. They happily shared their learning problems. Which helped her to get more exposure to English. Her students and teachers in her classroom were from multiple socio-cultural backgrounds. As an English teacher at a community school located in Kathmandu, she got benefits from the current status of English. She added,

It is not only the English language needed to be a teacher. But if any student shows rather abnormal behavior, I try to learn his family background indirectly. If we know the family background, we can also be familiar with his linguistic background. This will help us identify his language learning difficulties. Sometimes, the students are loaded with family problems and cannot focus on their learning.

Biren's Story

Biren was my second research participant. He had a joint family living in Kathmandu. He was a permanent English teacher in a government school. I met him at an international conference organized by Nepal Translator Organization (NTO) at Dilliraman Library, Lazimpat, Kathmandu in 2014 AD. I knew about his areas of interest and thought to make of the research participants because he held several success stories in the field of ELT. Therefore, I decided to meet and took consent from him in this regard to my research areas. Biren's working station was three and a half kilometers far from my college. We decided to meet whenever he was free. His story about English language learning ecology goes thus:

I am a story lover. I am from Baitadi, Rokota, which is located in Melauli Municipality. I studied in Dhandagdi and shifted to Kathmandu. My mother is a housewife, and my father is a police constable. I was very naughty. I wanted to play just like Buffalo in my childhood. My grandfather used to call me Buffalo. My school was very far from my village. My father took me to the next school. I was unknown. I later knew that it was Doti in Police School. My father was very serious about my education. People thought that school was good. I was born in 2046 BS. I left my childhood games. My father taught me about hardships. It was the time of snow, and a friend of my father has a still photo frame of that time. I was alone. He taught me English. Then I was ready to learn. It was different for me because I had left my mother and grandfather. I completed high school at the same school. It was Dipendra Police School, Doti. It was on the top of the mountains. Everything was in routine. As I used to live in the school hostel, one day PT teacher punished me for being late to the classroom. There are different reasons behind my English education. My father is a dreamer about me but my mother is the one who accepts everything that I do. I passed SLC in the first division. In my school, there was also a library, I also found a storybook named Highway in English. There was also an English Teacher who was good with an English accent. His presentation style of teaching or pronouncing the word correctly, like 'Particularly'. Another reason I always thought Learning English is easier than Science or Math. I did my Bachelor's and Master's degrees from Mahendra Ratna Campus, Tahachal, Kathmandu.

As a parent teacher at the secondary level in a government school, he focused on English speaking and interaction in English inside and outside the classroom. He also encouraged others to speak English, which helped him create an effective English speaking environment and build the learners' confidence.

Physical Aspects of English Language Classroom

His school building was not supportive of learning, the school was under renovation. The toilet, classroom, learning materials, room arrangement, seat planning, and many other things were disturbed. However, they had managed with whatever was available.

He also agreed that influencing the teaching-learning of the English language activity is made given to the students and making them perform is also affected by the classroom sitting arrangements. Not only this, the impact on the teaching-learning activity like if the food is pleasing to the eye, the eater enjoys the test. What if the taste is delicious, but the food item is not pleasing to the eyes? The person rejects the food before testing. It applies the same in the case of classroom arrangements when we make students write in English paragraph writing or teaching writing, and all it is very important aspects of English language learning focus and attentive when they right.

Classroom Behaviors by Teachers

He perceived that teachers' behavior should be equal for everyone. Equal means we need to identify the students and try to be inclusive. It is important to teach behavior now because the students in today's classrooms are smarter than in previous. So the need to facilitate and create a positive learning atmosphere in the classroom is good. He also added,

Student participation in classroom activities is very important therefore, teachers need to understand which student is active and which one is passive. After that, the passive ones will be advertised more, or when we are forming the group, we must be very careful that the group includes one active participant who will engage or keep the participation of the friends increasing.

The discussion showed that if teachers created a good pedagogical culture in the class, it didn't only make them good at speaking and writing but also encouraged them to be human beings which is also an objective of the English language course of

+ 2 levels. I mostly used lectures. And sometimes audiovisual and participatory activities, chain reading, essay race, role play, and drills. My students try to talk in English though they have difficulties. I talk with the students in English even outside the class, so they like to talk in English with me.

Process of English Language Teaching

As an English teacher, he applied the methods of lecture, audio/visual, and others. He also tried to maintain the teaching-learning environment based on available resources, students' interests, and needs. He involved them in different activities and showed the students an example on his laptop so activities as mentioned. He also tried to have group discussions, critical thinking, speaking in class, and other various methods.

Created Classroom Culture

He thought that his students found the classroom safe, secure, and comfortable because he was there with the students in the class. He made them or treated them like his child and made them have fun. He treated them like friends while discussing and doing other activities to make students more comfortable. Yes, it was his time to make students perform and participate confidently and that's why he formed several rules in the class like no interruption, no fun, and no talk while one is presenting. This gentle activity empowered them to respond to the speaker with a gentle smile and clap win once completed the speaking practice or attempted describing etc.

Teachers' Interaction

Teachers showed an interest to interact with the students. Likewise as the course curriculum of plus two also was to develop a good human being, it was necessary to show humanity in the classroom. An English language teacher is responsible for an effective learning environment because the environment has to be provided by the teacher. This has to be formed by the teachers themselves and the learning environment should be given by the teacher then it is also the teacher who has to ensure the students interact. The practice of doing the activities should be on the part of the student as far as possible the teacher needs to assure that all the students would participate.

Psychological Awareness of Students

No doubt, an organization is aware of the psychological states of my learners, the family, the cultural background, and the family's economic status so that a teacher can understand the reality and treat the student accordingly. When the teacher is

concerned about the students, is aware of the student's status, and has good bonding with the student, the learning is enhanced. While doing so, the teacher also greatly contributes to the invention of classroom management.

It plays an important part in the language learning classroom as the teacher fosters students' motivation to study either directly or indirectly through connections they make with other pupils. The participant asserted, *Nevertheless, teachers should always treat students as friends because if you do so, they will obey you, tell you that they will share the necessities with you, and that, of course, will motivate them to learn from the students.*

To be updated with the student's multiple expectations for learning, the teacher has to be vigilant for the betterment of their teaching and learning effectiveness. He has perceived that the application of language use, awareness of their ideas, and background can create effective learning situations in teaching and learning.

Sajan's Story :

Sajan was my third research participant. He narrated his story in the following way,

I am an English teacher. I teach them language and culture. I am an M.Ed from Tribhuvan University. I am from Dadeldhura district. I have a joint family. I belong to a middle-class family. My formal education was in Dadeldhura at Sarsawoti High School. It was not difficult to pay the fees as it was a government school. I did my high school and a bachelor's degree from Dadeldhura. Later, I came to Kathmandu for higher studies. My parents are educated. They are bankers. I became an English teacher as I was impressed by my English teacher. I was good at math but my family condition created me to study English. My father suggested I should study English as it could be easy to teach at boarding and earn money. Students were from multiple backgrounds. Teachers were also from the same backgrounds. I went to teach English in Teaching practice. The title was about Suren Majhi. Students were so impressed with my teaching and started a tuition class, and I happened to be an English teacher.

Physical Aspects of English Language Classroom

Talking about the physical aspects of his English classroom, it was beautiful, well-furnished, and well-equipped. The building for academic activities was very

attractive and new, and the administrative building was ordinary. Physical aspects play a vital role in teaching the English Language. For example, suppose there is a facility of projector at any teaching institution. In that case, students can learn English by watching videos with great interest from the bottom of their hearts.

There were different toilets for staff and students. There were taps with sinks and water supply facilities. There was an attractive library from where learners could take books on different subjects for better learning. All the rooms were occupied with modern furniture with proper space to provide them with a comfortable environment. Every room consisted of a table on which placed a drinking water jar for students. I can assume that the physical aspects of his English classroom were satisfactory.

Classroom Behaviors of Teachers

If the students make other students engage in different activities participating in role-play, group discussions, and presentations in peer and group, the classroom environment becomes good. These aspects were well adjusted in his classrooms and when students were given a chance to interact with each other, the students felt comfortable to participate without hesitation. There is a very important role for students to make their friends use different technologies in English classrooms to the English language. Another aspect that influences learning activities is the contextual environment. All the students at the same time, are participating in different learning activities which enhances the learners to learn without any difficulties.

Process of English Language Teaching

It was noticed that teachers used lectures, audiovisuals, and presentations in classroom teaching. Teachers have to make students involved in iterations by asking them questions and providing them with a role to present their ideas. While teaching stories, and novels, he sometimes used audio-visual methods. It is because students can learn permanently with great delight by watching the video on the screen. The students are asked to participate in group discussions, communication, and role play. When the learners engage in different classroom activities in groups, they equally expose their hidden abilities inspired by others' performance and students are self-motivated in their teaching and learning environment

Created Classroom Cultures

Classroom culture created by a teacher in class makes them comfortable in the classroom. It's because students and teachers are open to expressing ideas regarding classroom learning activities. If the teacher is friendly, there is no bias among the

students. The students are allowed to express their ideas, thoughts, and interests regarding classroom learning for their holistic development. The classroom where I teach the students is very safe. There is a spacious room having well-designed doors and windows as ventilators. He said,

Yes, the students make other students engage in different activities participating in role-play, group discussions, and presentations in peer and group. When students are given a chance to interact with each other the students feel comfortable to participate without hesitation. Students have a very important role in making their friends use different technologies in English classrooms to the English language.

Another aspect that influences learning activities is the contextual environment. At the same time, all the students participate in different learning activities which enhance the learners to learn without any difficulties.

Teachers' Interactions

Regarding the teachers' interactions, most of the time students communicate using English language but sometimes they use their native language it is because students are influenced by their first language and they have their habits to communicate using their mother tongue. Another reason is that his students never speak English at home as they use their first language. Of course, the teachers of English should be responsible for making an effective learning environment. It is a teacher to create an appropriate environment for further development of learning in students. Most of the students learn from the environment that is provided to them. To learn English Language, a teacher should give equal opportunities to the students like engagement in communication, role-play, group discussions, questionnaire, presentations, etc.

Psychological Awareness of Students

He accepted that teachers must be aware of the psychological states of learners. The students cannot learn all the things at the same time. Various factors hinder the learning of the students, like age, interest, family background, economic status, culture, and basic knowledge of the learners. That, the teacher should diagnose the area of difficulties of the learners and motivate them to learn the English Language. He further described that the relationship between the role of awareness and teaching the English Language in the classroom is inseparable because if the teacher is not paying attention to these different factors, which are taken as obstacles

in Language teaching, learning cannot take place in students where the teacher has conducted their perfect teaching or not.

Chapter Summary

In chapter four, I have presented the narratives of the research participants. The stories are multiple stories of the participants categorized into childhood, family, school environments, and whole English learning ecology as a student as well as an English teacher. Through the stories, I have tried to present the perceptions of the language learning ecology English as a Foreign Language in the context of their time and at present.

CHAPTER V
TEACHERS' UNDERSTANDING OF THE LANGUAGE LEARNING ECOLOGY
APPROACH

In this chapter, I discuss the concepts of language learning ecology that emerged from participants' stories. Moreover, this chapter seeks to answer my first research question formulated in chapter one. Here, I critically evaluate the aspects of teachers' English language learning ecology and the need to create a positive environment for it.

Healthy Behaviors in Learning

Teaching is the process of proper behavior between students and teachers. In the process of teaching and learning, healthy behaviors of teachers refer to ways of promoting positive behaviors so that students can achieve good academic results. Healthy behavior in a classroom environment can include regular participation and timeliness, respectful exchanges with instructors and peers, participating fully in class discussions and exercises observing the norms and expectations in the classroom (Fisher et al., 2012). They are taking care of one's physical and mental health by practicing stress management, a healthy diet, getting enough sleep responsible and safe usage of technology. These behaviors can promote a positive and productive learning environment for all students. Curriculum Development Center (CDC) states that a healthy school environment includes a positive and safe learning environment that 'supports and reinforces healthy behaviors.' This includes behaviors like those I listed in my previous response, contributing to students' physical, emotional, and mental well-being.

Additionally, the CDC states that promoting healthy behaviors in schools can 'improve academic achievement, attendance, and behavior'. Cheng et al. (2015) examined how teachers promote healthy behaviors in students. They found healthy behaviors play a vital role in effective teaching and learning. When there is proper mutual understanding, collaboration, and respect in behavioral patterns in teaching learning inside the classroom, there always comes a high chance of success. In this regard, Silhánová et al. (2011) stated that mutual relation and respect for the students help in formal learning. Going to my participant, Sajan said,

When I respect individual students, I always feel they show a good interest in learning, but when I show rude behavior, they even fail to concentrate. It was a time it was frequent, so I believe respect in class also creates sound learning ecology.

In his anecdote, Sajan clearly stated that the teacher's respect for students is a vital component of ecology where students get motivated in learning. But in contrast, when teachers present their rude nature, students fail to motivate themselves in class. Emphasizing the behavioral importance of learning ecology, Quadir (2021) claimed rudeness negatively impacts looking into the prospect of a learning ecology. The participant perceived it as an essential part of learning. Multiple levels of the ongoing environment affect participants' complex learning systems, such as teachers' behaviors in the instructional and physical settings.

Similarly, individual care is an integral part of learning ecology under behavioral patterns in a learning ecology. As an English teacher and student, I experienced this when I asked my participants to tell problems in the classroom. I happily shared and learned, which I felt to learn. Similarly, as a teacher, I felt some students always sought individual care for proper learning. Shanta shared a similar experience:

I felt secure and cared for by the teachers, and most of the time, they also inquired about difficulties while I was learning. This creates an inspiring environment for learning.

Not only this, the effective use of language or conversation with the students also allows them to build confidence in learning languages. I have also realized the essentials of applying practical communication skill that helps to create a good atmosphere for learning. Moreover, good conversation skills emphasize the students maintain the learning environment effectively and healthily (Hoy et al., 1997).

They marked my participants' perceptions of learning ecology as healthy behaviors. They perceived that respect in indoor learning activities motivates and promotes students' learning environment. Likewise, participants also believed that individual care is a building block of a learning ecology. And finally, the use of language also creates learning environments. It serves as a pickle of a dish.

The section explored healthy behaviors in a classroom environment that can promote positive and productive learning. These behaviors include regular participation, timeliness, respectful exchanges, full participation in discussions and

exercises, adherence to norms and expectations, and taking care of physical and mental health. Effective communication skills were also highlighted as crucial to promoting healthy behaviors in a learning ecology. Overall, finding stresses the importance of healthy behaviors in promoting a positive and safe learning environment that can improve academic achievement, attendance, and behavior.

Promoting Interactional Culture

Learning is a never-ending process in our lives. Here, teachers' habit of interaction opens opportunities through interactional practices. Interactional practices describe the various communicative activities. Interactive culture in the classroom refers to an educational environment where students actively participate in their learning through collaboration, communication, and hands-on experiences. One way to promote an interactive culture in the classroom is through collaborative learning activities. According to a study by Johnson and Johnson (1991), cooperative learning, in which students work together to maximize their and each other's learning, can effectively promote both social and academic learning outcomes.

Another way to promote interactivity is by using technology in the classroom. A study by Sande and Vermeulen (2010) found that using technology can create new opportunities for students to engage in interactive learning, where they can actively participate in their learning process.

It is also crucial for teachers to create a supportive and inclusive classroom environment. A study by Derks et al. (2008) found that a supportive and inclusive classroom climate can increase student motivation and participation, creating a more interactive and engaging learning experience.

To maintain interactional cultures in the classroom, teachers apply pedagogical practices. This enhances the overall learning ecology, creating the condition of learners' autonomy. If teachers use ongoing teaching practices in single or large classroom settings, it leads the learning environment toward positive learning ecology. Teachers can use videos and authentic conversations to apply interactional strategies in the ELT classroom. In this regard, Blasing (2010) described that developing pedagogical practices in the classroom suggests increased strategies that facilitate peer interaction and role-playing in enhancing interactional cultures to sustain the classroom learning ecology. One of the participants, Biren says, "*I actively interact with my teachers in the canteen, playground, and classroom. I find the exciting and effective interactional practices of my teachers*".

Biren's narrative indicates that the teachers' interactional strategies matter while applying them in teaching and learning. If global generic practices in the classroom fail to meet the limitation of language learning ecology, it automatically leads to failure in learning achievement. Tawfik et al. (2018) noted that assessing the interactions in the classroom situation, including cooperative learning and academic self-efficacy, is very important to make successful teaching and learning. Looking into the prospect of learning ecology is integral to a proper learning ecology. In Ecological System Theory (1974), my participants detailed the system of the characteristic of environments that children live and develop in the perspectives of a learning ecology.

In the same way, under behavioral patterns in learning ecology, individual care is also marked as an important part of a learning ecology. As an English teacher and a student, I experienced when I was asked to tell my problems in the classroom, I happily shared and learned, which I felt in English class at the secondary level. Similarly, as a teacher, I felt some students always sought individual care for proper learning. Similar was the experience shared by Shanta. She narrated;

However, the teacher was so caring to a high number of students. Most teachers adopted the ideas of assigning and treating based on the individual qualities of the students. And every student used to be alert to respond to the teachers in the classroom learning process.

In the same way, effective language helps improve communication between teachers and students and among students. Clear and concise language helps to convey information and ideas effectively, reducing misunderstandings and confusion. The use of effective language can also enhance student engagement and motivation. When teachers use language that is interesting, relevant, and accessible, students are more likely to pay attention and become interested in the material. Critical thinking: Effective language can also help to develop critical thinking skills. By encouraging students to ask questions, explain their ideas, and engage in discussion, teachers can support students in making connections, analyzing information, and formulating their own opinions.

Here, I noticed that the participants understood that learning ecology as healthy behaviors, effective use of language, and individual care of the students could only promote the appropriate learning environment in teaching and learning. It is also found that collaborative and inclusive classrooms are ignored without the use of such

strategies in the classrooms, collaborative and inclusive classrooms are ignored, and this does not support the language ecology approach in teaching and learning.

The study tried to dig out the importance of interactional practices and creating an interactive culture in the classroom for effective teaching and learning. Collaborative learning activities and technology are some of the ways to promote interactivity. Creating a supportive and inclusive classroom environment is crucial to increase student motivation and participation. Teachers can use pedagogical practices to enhance the learning environment and promote learner autonomy. Individual care and effective use of language are also important in promoting a healthy learning environment. The article emphasizes the importance of incorporating these strategies to support the language ecology approach in teaching and learning.

Non-human Friends in the Classroom

Non-human friends in the classroom refer to educational tools or resources that support student learning and development. These non-human friends can include printed materials, such as textbooks, novels, and reference books, which provide students with information and knowledge on a wide range of topics; tools like computers, tablets, and websites provide students with access to information, support for problem-solving and collaboration, and opportunities for hands-on learning, physical objects, such as blocks, puzzles, and games, can help students to understand abstract concepts better and develop critical thinking skills. And items like posters, charts, and wall displays can create a positive and engaging learning environment and help students to build connections between new information and their existing knowledge.

The instructional and physical settings of the classroom are essential factors for teachers and students to enhance learning achievement. In any way, classroom seating arrangements affect learners learning attitudes. The non-human friends of students in the school are physical objects contributing to learning, for example, chalk, dusters, boards, playgrounds, toilets, etc. These friends of the students support learners in creating a social ecology for learning effectively. The more comfortable the seating arrangement, the more influential the learning is. In this line, Marx et al. (1999) argued seating arrangement promotes social interaction, and every student can be confident in establishing face-to-face contact. My participant, Shanta, had a similar experience;

We have two classes; students prefer to learn in the class where we have comfortable furniture. Similar was the view of Sajan. He added we have varieties of classes. Earlier, there was not enough space to keep bags and other materials; students felt difficulty, but after constructing a new building, students had enough space to keep materials and move freely. They spend a lot of time in class and also get involved in an interaction. So, the furniture you have in your school also constitutes the learning attitude of the learners. It's part of a learning environment.

Sajan's experience manifests that the role of furniture and arrangements creates sound ecology of language learning. Relating to the ecological system theory, multiple minor aspects of the classroom constitute a whole system of learning where the absence of it can challenge the entire system (Bronfenbrenner, 1974).

To sum up, my participants' observations and experience indicated that the proper use of the application of non-human friends of students in the classrooms affects the learning environment. Most of my participants thought that appropriate seating arrangement, use of teaching materials, and overall adjustment of non-human friends support the practical learning ecology of the classroom. Teaching and learning ecology cannot be isolated from classroom conditions.

Outdoor Aspects

The outdoor aspects of a classroom refer to the educational opportunities and activities outside of a traditional indoor classroom setting. Some examples of outdoor aspects include outdoor activities, such as nature walks, gardening, and wildlife observation, which can help students to connect with and appreciate the natural world and develop a greater understanding of environmental and ecological concepts. Outdoor physical activities, such as games and sports, can help students to develop gross motor skills, increase physical fitness, and improve overall professional development and well-being. In the same way, hands-on learning outdoor activities, such as building projects, experiments, and field trips, can provide students with hands-on experiences and opportunities to apply what they have learned in the classroom. Outdoor activities can also provide opportunities for students to interact with each other in different settings and develop critical social skills, such as teamwork, communication, and problem-solving.

Many parents today ask about the school playground and building before the admission of their children. It is crucial to know the significance of school

playgrounds, buildings, and other initiatives the school takes. Some argue that school grounds and buildings don't impact learning. Awareness of it is essential because of students' learning achievement. A comfortable playground creates a beneficial environment for maintaining effective learning cultures.

Many programs utilize outdoor spaces and playgrounds used by the students in every extracurricular activity, creating a pleasant atmosphere for learners' confidence. In this issue, Wurm (2005) argued that the outdoor environment is a third teacher. Students can benefit from the outdoors fresh air, sunshine, open space, exposure to nature, and experiences with natural materials. They have opportunities to grow and learn, affecting all areas of development. Teachers can support children and youth by reflecting on the importance of outdoor experiences, asking open-ended questions, and planning ways to include these experiences in learning. Such an ecological concept of learning promotes collaboration and cooperation in learning. I found the same after I listened to a participant, Biren. He said;

We have a good and open playground. The school authority constructed a well-planned building with adequate engineering planning with support from Nepal police headquarters. But there was one problem, they set the ceiling with Jasta Pata(Tin). It echoes when it rains, causing a disturbance in classrooms. We used to enjoy it in the classroom because of the loud noise.

School buildings play an essential role in effective teaching. Facilities offered by a school affect the students' health, behavior, engagement, learning, and growth. Students' and teachers' physical and emotional health also depends on the facilities they get in school (Lewallen et al. 2015). So, every school building should have proper facilities for the students and teachers to create a conducive learning environment. Biren's observations show playgrounds and school buildings provide schools with space and support to promote the students' learning atmosphere. As a teacher, I also realized playground of the building also creates a favorable situation for learning. Linking my research theory links up the environment consistently in which we grow up and affects every aspect of our activities.

Considering the participants' responses, school playgrounds, buildings, and other factors create positive student learning ecology. They also agreed that playing outdoors and having opportunities to connect with nature may be particularly beneficial for some children with special needs. (Taylor et al., 2001). Playground design can impact children's creative thinking, sense of competence, and motor skill

development. Learning environment to ensure the equipment is safe and the environment is free from preventable risks. We must consider accident zones in the classroom, surfacing, access to shade, and the conditions of materials and equipment.

Worlds Perceptions

We have multiple understandings about classrooms. Under physical space, a classroom is typically a designated area or room within a school or educational facility used for teaching and learning. Teachers like me understand that a classroom typically has an instructor, such as a teacher, professor, or facilitator, responsible for leading the educational experience. For parents, the classroom typically includes a group of students who are there to learn and engage with the material being taught. We cannot isolate classroom components for better teaching and learning process. External factors such as society, curricula, contemporary issues, and perceptions of the concerned stakeholders of the community affect all pedagogical activities in the teaching and learning process. In this context, Boca et al. (2019) highlighted the role of the external environment in teaching and learning. They argue that access to the external environment makes the students understand environmental education in its natural state. Today environmental education is crucial to our sustainability. Environmental education provided by higher education institutions significantly impacts training and preparing the future generation for a green society.

Overwhelmingly, the data from the interviews indicated that parents, community members, leaders, policymakers, doctors, and civil servants hope their children's language teacher to be fair, empathetic, and teach socio-emotion as good environment-friendly education. I carefully listened to my research participant, Sajan; he narrated that my parents and relatives suggested I *spread English. One day I attended the local religious function organized by the Gaupanchayaat and one of the representatives spoke about the need and benefits of English.*

Similar to how most individuals are aware of the function, utility, and advantages of the English language in the current situation, English is the dominant language of communication and the Internet in the modern globalized world, giving people the opportunity to improve their English in formal and informal settings (Education First, 2018). Instead of native English speakers, those who speak it as a second or additional language are increasingly defining the position of English in the globe (Jenkins, 2015). English is not just used locally but around the world (Mufwene, 2010). Researchers have expressed concern about using English at the

expense of other languages and simultaneously excluding students' current languages. As a researcher, I found that people also consider the need and benefits of learning English for several purposes.

On the other hand, the issue of multilingualism is not a trivial concern linked to language education; instead, it is a central question regarding the education of current and future global citizens. The United Nations' Sustainable Development Goal 4, i.e., quality education describes monolingualism as a social and economic disadvantage (Sustainable Development Goals Fund, 2018), and scholars promote linguistic diversity as a matter of social justice (Canagarajah, 2013; De Costa et al., 2017; Jaspers, 2018).

Language is an essential tool every human uses as a specific and common means of expressing, communicating, and conveying different thoughts. It is also crucial to impact knowledge, instruction, and teaching in our outside classroom. Likewise, in every communication in the human community, we may realize the importance of language in teaching and communication. I was also motivated after I listened to my participant, Biren. He said, *My classrooms were multilingual and diversified as well as the status of English had the role of a second language. Learning English was also possible for seniors, parents, community members, and leaders, who also found the role of English entails to their time.*

In my opinion, being linguistically aware means understanding the possible challenges language presents to learning. These challenges (Fang, 2008) might arise because a student is learning a subject through an additional language, or it might be the first time a student has encountered particular vocabulary or structures in their first language. In this regard, Linse et al. (2005) noted that it is vital for working with parents as well as strategies that the teachers can use; teachers of young learners should be aware of instructional and physical settings of pedagogical practices as well as perceptions. Connecting to my research theory, Bronfenbrenner (2005) compiles that properties of the person from an ecological perspective could be the parameter for maintaining the teaching and learning ecology of the teachers and students.

Teachers need to be updated by listening to what parents, leaders, policymakers, and stakeholders perceive the need and contribute to learning English. These perceptions are supportive of maintaining the learning ecology sustainable. Most participants also understood that students receiving formal education should be involved in activities regarding environmental protection in the classroom and outside

of the classroom. This would promote learning ecology, where ecological education would help encourage learning effectively.

Chapter Summary

In chapter five, I described the participants' perceptions of the language learning ecosystem in the classrooms. The instructors' perceptions highlight the relevance of learning settings based on themes such as healthy behaviors, encouraging interactional cultures, non-human companions in the classroom, outdoor components, and global conceptions of a language learning ecology.

CHAPTER VI

IMPLEMENTING LANGUAGE LEARNING ECOLOGY APPROACH IN CLASSROOMS

In this chapter, I examine the application of language learning ecology, including tactics for the approach, difficulties in putting it into practice, and methods for overcoming such difficulties. By investigating, analyzing, and internalizing the participants' ideas, I developed three themes based on the valuable elements of the language learning ecosystem.

Strategies of Language Learning Ecology Approach

The language learning ecology approach emphasizes the interconnectedness of the various contexts and domains in which language learning occurs. It suggests that learners' language development is shaped by their interactions in these different contexts and domains, including home, school, community, and digital environments (Gomez & Lee, 2015).

In the language ecology approach, a key strategy is creating opportunities for authentic language use, meaning that learners engage in meaningful communication with others in real-life situations (Ayu, 2019). When I listened to my participant, Biren, sharing,

In our classroom, students used to communicate in their mother tongue and the English teacher explained in English rather than translating into their mother tongue. Sometimes, he dictated or scolded in the English language. This kind of strategy was helpful to create meaningful communication in the classroom environment.

Communication-based on authentic language use can be the best strategy to grab attention and motivate learners towards learning with interest. It is also supported by Poza (2018) as he supported the use of reliable language and its communication in multilingual classrooms for students' attention for effective teaching and learning. From the theoretical perspectives and ecological system theory, Bronfenbrenner (1992) calls for a relation to any context or development models in the study of learning makes communication and motivation them. I realized that using authentic language in the classroom creates opportunities as other strategies that

English language teachers can use as ecological classroom components It is similar to the response of my participant, Sajan. He further added,

Our teachers could create a reliable situation of using the English language in the classrooms, the teachers always used activities like singing, narrating, and coding in English language in the classrooms. This motivated and aroused interest among us in learning.

Analyzing the responses mentioned above, I discovered that using authentic or reliable language activities in the classroom supports creating a learning environment. Further, it helps maintain a favorable teaching-learning ecology in classroom settings.

In contrast, English teachers can identify the actual situation of instructional as well physical settings of the classroom. Similarly, applying the strategy of promoting transfer adopted by the teachers means the ability to apply skills and knowledge across different contexts and domains is another strategy for effective classroom teaching (Bainbridge et al. 2010). Talking with my participant, I explored how English language teachers apply the strategy of promoting transfer. Biren happily expresses, *It was awesome to know that English teachers were aware and vigilant to use or create the contexts so that classroom learning could be interactive as well as fruitful.* Analyzing his view, language learning ecology can be achieved through promoting cross-contextual interaction, such as encouraging learners to use the language they are learning in different domains, both inside and outside of the classroom. Taking the support of Brevi and Rindal (2020), they said actual language practices in the classroom and students' experiences promote the learning culture. So, teachers teaching English at the secondary level promote a language learning environment by promoting student transfer. Concerning the theory of Guy (2020), the learning ecology approach promotes transfer, which refers to the ability to apply skills and knowledge across different contexts and domains. This can lead to more flexible and generalizable language use.

Supporting Multilingual and Multicultural Competences

When I talked to them, - I found that secondary teachers apply to support multilingual and multicultural competence, which strategy involves valuing and developing students' linguistic and cultural resources. (Cummins, 2005). This can involve creating a positive language learning environment that recognizes the diversity of learners' backgrounds and experiences. Listening to my participant, Shanta, she said,

We generally represented multicultural and multilingual backgrounds, and teachers-centered instruction in the classrooms was applicable. Our teachers explored the cultural and multilingual practices of students. It was possible by taking them into role play, exhibition, narrating the life members, and so on. This was one of the best ways to create a durable learning situation and tried to apply the skills by practicing with the help of seniors; however, if they have not attended formal education, learning could not be possible only inside the classrooms, but outsides too. Talking to shopkeepers, neighbors, and other relatives also taught me to develop linguistic skills.

In this way, a strategy of addressing the multilingual and cultural competencies of students is one of the prominent strategies to maintain the ecology of learning in secondary-level English language classrooms (Matsuda & Friedrich, 2011), which promotes the positive learning environment and also promotes mutual learning environment in the classroom. In this regard, my participant Shanta shared that the teachers addressed the application of integrating the potential of each student; however, *it was diverse contexts. I adopted listening or addressing students' potential in the teaching-learning process.*

From this, we can understand that the learning ecology approach recognizes the complex and dynamic nature of language learning and emphasizes the importance of considering the various contexts and domains in which language learning occurs. Aligning with a spirit of theory, the learning ecology approach supports multilingual and multicultural competence by valuing and developing students' linguistic and cultural resources.

This is the same issue with another participant, Biren, who described listening to students from diverse backgrounds. *Accepting and respecting their abilities is easy, which helps motivate and promote the learning environment effectively.*

Considering the idea, creating a positive language learning environment that recognizes the diversity of learners' backgrounds and experiences (García, 2009), which can be the source of addressing and making teaching-learning ecology effective in multilingual and multicultural contexts of classrooms.

In the same spirit, the learning ecology approach emphasizes the importance of authentic language use, in which learners engage in meaningful real-life communication with others. This has been shown to increase motivation and enhance language development (Dornyei, 2001). Furthermore, the learning ecology approach

supports multilingual and multicultural competence by valuing and developing students' linguistic and cultural resources. In addition, the learning ecology approach encourages using authentic language in real-life situations and creating a positive language learning environment that recognizes the diversity of learners' backgrounds and experiences (García, 2009). In a nut cell, these strategies were applied by English language teachers in secondary-level classes to make the learning environment more appropriate.

Analyzing the participants' stories, I observed that most teachers applied the strategy to maintain the ecology of the whole classroom opening the floor for opportunities. More specifically, creating opportunities for authentic language use, and promoting transfer adopted by the teachers, which means the ability to apply skills and knowledge across different contexts and domains, as well as a strategy of addressing multilinguistic and cultural competencies of students, were found commonly used teachers' strategies. These strategies aim to maintain the student-centered learning ecosystem of the learning languages.

Creating opportunities for authentic language use enables students to apply their language skills in real-life situations. Promoting the transfer of skills and knowledge across different contexts encourages students to apply their learning to different situations. Addressing students' multilingual and cultural competencies supports their understanding of various cultural and linguistic perspectives.

Knowing that the language learning ecology approach helps consider the multiple and interconnected domains of language learning is essential. Learning ecology provides a more comprehensive and nuanced view of language learning processes.

Challenges of Implementing Language Learning Ecology

There are always two sides to the coin. Here in this section, I revisit the dark side, i.e., the challenges of creating language learning ecology in secondary-level English language teaching classrooms. Significant challenges were related to motivation, individual learning experiences, availability of technology and resources, lack of teacher training, and the willingness to take on challenges.

Motivation and Engagement Among Learners

The term motivation in learning has several benefits. Motivating learners is challenging. The classroom situation depends upon the teachers' strategies implemented in the instructional settings. Compelling motivation drives the classroom

and students' learning ecology sustainable. In contrast, getting the expected learning outcomes without motivation for the students is challenging. Similar is the issue with one of my participants, Sajan. He shared,

We have students from diverse social, cultural, and geographical backgrounds. This heterogeneity in class brings tension and anxiety among teachers and students. Teachers show low motivation in addressing learners' levels and sometimes show less interest in classroom activities. I found this created motivational anxiety among teachers and students because a teacher should prepare a favorable environment where students should adjust it.

This narrative proved that the teachers and students showed the challenge of motivation and engagement which is similar to the reflection of Shanta. She reflected *"It's too difficult to manage class regarding engagement. It's because of diverse learning attitude of the learners, and teachers limited exposure."*

Aligning with this, Dornyei and Csizer (2008) stated that learner motivation is crucial to language learning success. A lack of motivation can lead to poor results and decreased participation. Analyzing the discussion above, the teachers teaching in a large class, especially at the secondary level, face engagement and motivation challenges.

Lack of Individualized Learning Experiences

Lack of individualized learning experiences refers to a teaching approach where all students are taught the same material in the same way without considering their individual needs, strengths, and weaknesses. This approach fails to meet each student's unique learning style, pace, and interests and can lead to boredom, frustration, and underachievement (McLean, 2009) to enhance student learning. It is important to adopt an individualized approach that tailors the instruction and assessment to the needs of each student. One of the participants shared, *Teachers' activities, their teaching styles, and just lecture-based teaching created such boring classes. The same patterns of teaching by the teachers created monotonousness among the friends.*

From the responses mentioned above, it is clearly understood that created monotonous classroom situation results from the failure of the students learning interests and positive learning attitudes. This is also similar to the response of Sajan. He stated,

It is difficult to achieve the learning objectives if classroom learning environments do not favor the students' needs, interests, and aspirations. In this line, Gu (2010) described that language learners have diverse learning styles and needs, and a one-size-fits-all approach to language instruction may not be practical for all learners. Regarding the theory, Brofenbrenner (1974) calls that the interaction between teachers and students creates motivation and a joyful environment while teaching each other. Now we can analyze the individualized concerns of learning motivation and demotivation, such as boredom in class, frustration in the learning process, and underachievement in their educational journey.

Limited Availability of Technology and Resources

Limited availability of technology and resources in the classroom refers to the absence or scarcity of necessary tools and resources to support and enhance the learning process. This can include a lack of computers, internet access, educational software, books, and other materials. This shortage can limit the ability of teachers to engage students in meaningful learning experiences effectively and create disparities between students who have access to technology and resources at home and those who do not (Dhawan, 2020). Addressing this issue requires investment in technology and resources and efforts to ensure all students have access to the tools they need to succeed in the classroom. When I talked to my respondent, I found the same response from one of my research participants, Shanta, who further said, *“We expressed frustration with the limited access to technology and resources, which can impact our ability to complete work effectively and efficiently.”*

Here, it is found that lacking required teaching materials and limited resources in the classroom has an irritating environment. This can result in frustration and create a monotonous learning environment. Sajan, one of my other participants, has a similar response. He expressed, *“I was concerned about the unequal distribution of technology and resources and the negative impact this has on those who do not have access to our classrooms.”* In this regard, Warschauer and Healey (1998) stated that the availability and use of technology could significantly enhance language learning. Still, many language learners may not have access to the necessary resources and technology. Considering the responses mentioned above, it is noticed that the limited availability of learning resources, as well as the unfair distribution of technology in the context of the classroom, creates frustration, and boredom, and discourages them from learning

Inadequate Teacher Training

As discussed in a study by Liu and Lee (2011), language teachers play a critical role in the success of language learning ecology, but many teachers may not have the necessary training or support to use technology and other resources in the classroom effectively. In this context, one of the participants, Shanta, shared,

Our school sent the teachers to the professional development training organized by NELTA. After they attended the national and international activities, their ways of teaching and strong confidence affected their students, such as students receiving the education they needed or being informed about teaching-learning practices.

Similarly, another participant, Biren, expressed that there is *difficulty adapting to new technology and methods in teaching. Due to the lack of training, we could not figure out the teaching patterns and adopt new teaching methods or technologies.*

What participants pointed out was the need for training, especially in the case of dealing with new methods and tools for teaching, since it enhances confidence and makes teachers capable of adopting and practicing new teaching-learning strategies.

Nolan et al. (2017) state that the effort of teachers' training builds teachers' confidence and growth in their professional development. With the help of teachers' activities, teachers can get new ideas, strategies, and self-reflection for professional motivation.

Resistance to Behavioral Change

Resistance to change in classroom ecology and teaching refers to the reluctance or opposition of individuals, including teachers, administrators, and students, to adopt new methods, approaches, or technologies in education. This can be driven by various factors, including fear of the unknown, comfort with traditional practices, limited understanding of the benefits of change, and a belief that change is not necessary. In this regard, one of my research participants namely, Sajjan, said,

“In my classrooms, some teachers tried to apply new and innovative activities; however, there were obstructions to implementing it which can help to ensure that the changes are effective and relevant to their needs” It is mentioned that the practice of resistance can obstruct the implementation of new and innovative approaches to teaching and learning and limit the ability of educators to improve student outcomes. Supporting the ideas of Serdyukov (2017). Another research participant, Shanta, has

similar ideas. She narrated, *“I tried to engage them with several positive activities in the classrooms even though there were administrative, departmental obstructions which affected negatively in the process of teaching and learning.”* As described in a study by Johnson and Aricak (2011), implementing a language learning ecology may be met with resistance from teachers, learners, and other stakeholders, who may be uncomfortable with changing traditional teaching methods and practices.

Analyzing the participants’ responses mentioned above, I noted that the practices of resistance to behavioral changes harm teaching, learning, and maintaining language learning ecology in the classrooms. This kind of issue has been one of the significant challenges for teachers. It also suggests that overcoming resistance to change requires clear communication of the benefits of change, ongoing support and professional development for teachers, and a culture that values continuous improvement and innovation in education.

Coping Strategies of Challenges in Language Learning Ecology

Notably, language teaching is challenging as learners represent from several backgrounds. However, the following strategies for coping with challenges in language learning ecology are based on widely accepted educational principles and best practices in language instruction and have been supported by research and studies in the field of second language acquisition and language education:

Use of Technology

Incorporating technology and multimedia resources, such as language learning apps, interactive whiteboards, and educational software, can help engage students and support language development (Warschauer & Matuchniak, 2010). According to a study by Huang and Liu (2017), technology should be integrated into language learning in a meaningful and relevant way, such as by using it to support communication and interaction, rather than just for the sake of technology itself. In my participants’ class, similar experiences have been found. Biren expressed,

Only lecture methods could not work in my classes, but sometimes teachers appropriately used technology such as interactive whiteboards and educational software. I have seen improvements in their language skills due to using technology in their language-learning journey.

From this response, I can notice that the appropriate use of technology in language learning activities has improved the performance and competence of language skills. In this way, another participant had a similar experience. He said, *“ I*

strongly agree that technology has enhanced their language learning experience by providing access to resources and tools they would not have otherwise.” In this regard, Lai (2015) described that technology for learning and assessment influences the overall learning condition. Therefore, analyzing the responses above, it is clear that effective use of technology in the classrooms is essential for an active language learning environment and promoting it effectively.

Collaborative Learning

The term collaborative learning is an educational approach in which students work together in groups to achieve a common goal. It is based on the idea that learning is a social process and that students can learn from each other and the teacher. Collaborative learning can take many forms, including group projects, peer tutoring, and class discussions, and can occur in both face-to-face and online environments (Khan et al., 20). Collaborative learning aims to create a learning environment in which students can share ideas, build on each other's strengths, and develop their critical thinking, problem-solving, and communication skills. Talking about this, my participant expressed that collaborative learning creates a positive learning environment where they can share ideas. Sajan said, *“Teaching and engaging them is challenging; I open the opportunities with the help of discussion forums, building confidence, and generating critical and problems solving activities. This promoted collegiality among the learners”*.

From the above-mentioned response, we can understand that collaborative learning also provides opportunities for students to practice and work with others, which is an important life skill. It is similar to the idea of another research participant, Biren narrated, *“I always assigned them to work together; students were assigned to prepare their group project work about in which we brought the new ideas from each other.”* Supporting the ideas of Barkhuizen (2013), encouraging students to work together on language-based activities can foster peer support and improve language acquisition. Analyzing the ideas mentioned above, I understood that collaboration, cooperation, and a sense of collegiality create open spaces to share, exchange, and express ideas, feelings, and views with each other. Therefore, it can be helpful to make teaching and learning ecology inclusive.

Active Students' Involvement

Active student involvement refers to a teaching approach involving students in the learning process. This approach emphasizes student engagement and interaction

with the material rather than passively receiving information. In this regard, my participants narrated varied roles and responsibilities given to the students in the learning process. Shanta shared,

I instruct my students to prepare teaching materials for the class. Once, I asked a student to make a word chart for a text. She enjoyed making it and learned words she was not good at. In this way, I use my students in learning.

It is proved that involving students in preparing materials, sometimes the content of teaching and topic of discussion also promotes learning ecology. Adding the view of Sajan, he said, *“I sometimes involve students to correct friends’ mistakes by exchanging copies”*. Peer correction in the form of student involvement is another best way to engage students in the learning process. Aligning the same view with Biren, he shared,

In my class, I involve students in correcting colleagues’ copies, asking them to prepare for the presentation, and presenting in class. Similarly, I ask them to prepare short reports on the activities they enjoy doing. It helped me to develop their writing skill.

Active students’ involvement promotes deeper learning, critical thinking, and problem-solving skills. Allowing students to actively participate in their language learning by setting goals, tracking progress, and reflecting on their experiences can increase motivation and engagement (Dornyei, 1994).

Encouraging Learner Reflection

Encouraging learner reflection in language learning is a teaching approach that encourages students to reflect on their language-learning experiences. This approach aims to help students become more aware of their strengths and weaknesses and better understand their learning process. Many learners represent diverse situations in the classroom situation. One of my research participants, Shanta, is excited to reflect on her performance. She said,

As a teacher, I always share and reflect on the personal experiences in front of them. I reinforce them to share their experiences and reflection in front of the students; they are very much exposed to sharing their experiences.

According to a study by Lantolf and Poehner (2004), encouraging learners to reflect on their language learning experiences and progress can help them become more autonomous and self-directed learners. I can find the same reflection type by another research participant, Sajan. He further stated, *“I was a story lover in the*

classroom; my teachers used to create and narrate interesting stories in front of my friends.”

Connecting this issue to the study of Warschauer and Healey (1998), partnerships with community organizations and other stakeholders can help expand access to technology and other resources and provide enough exposure to reflect their ideas, feelings, and views. Analyzing the response mentioned, I noticed that organizing the activities would encourage the students to reflect on their ideas in the process of teaching and learning. On the other hand, this has also supported promoting the language learning ecology and helped overcome the challenges teachers face.

Chapter Summary

In chapter six, I presented the participants' experiences implementing the language learning ecology approach in classrooms. It also dealt with the strategies, challenges, and ways to overcome them while applying language learning ecology in the classrooms.

CHAPTER VII

SUMMARY, KEY FINDINGS, AND REFLECTIONS

In this chapter, I have presented the depictions of the research journey, integrated research theory dealing with my research problems, key findings from the study, and research cooperation. My experiences and reflections during the investigation were based on the areas of the data collection process and the constraints I faced while conducting this research. Not only this but my research findings have also been presented based on the research questions. I conclude this study and provide the value of doing research through my reflections.

Summary

As an eco-linguistic reader, I encountered several issues during my research journey. Initially, I made a mindset in the areas where the effective learning environment can be explored. It was because I realized that there were several problems with teachers' teaching and learning strategies and their understanding of integrating environmental aspects of the classroom and learning environment. I presented the research objective, rationale, significance, related literature, and conceptual framework of the study. Talking about methodology, I adopted narrative inquiry and qualitative research as the design.

Themes were generated by how the teachers understand language learning ecology and narrate their experiences of Language Learning Ecology as an approach. It also explored the challenges that they were facing and the ways to overcome them while implementing the language learning ecology approach in language classrooms. Based on the discussion, key findings, summary, and further implications of the research are presented.

After conducting this research on language learning ecology, I felt it is appropriate to address the need for ecological understanding in classroom teaching. We cannot achieve the expected outcome from the students without accepting the whole classroom environment, school, society, and current situation. Today's children are the best human resources for tomorrow. Therefore, the ecological concept of language teaching should be implemented in the context of Nepal.

The key conclusion of this study is that promoting a positive learning environment in the classroom is essential for effective language learning at the secondary level. This involves creating a collaborative and cooperative learning environment through technology, motivation, active participation, and generating learner autonomy. Additionally, the role of non-human friends in classrooms, such as educational tools or resources, is crucial in supporting the students' learning and enhancing the learning ecology. Furthermore, the quality of the outdoor and indoor facilities provided by the school plays a vital role in the student's health, behavior, engagement, learning, and growth. External factors, such as society, ongoing curricula, contemporary issues, and views of the concerned stakeholders, positively impact the overall pedagogical environment of the classrooms, promoting the ecology of teaching and learning activities.

The study highlights the challenges English language teachers face in maintaining a proper learning environment in the classroom, such as motivation and encouragement, limited availability of technology, authentic resources, and inadequate teacher training, among others. However, teachers develop different coping strategies to make learning more fruitful and result-based, such as using technology in their classrooms, promoting collaboration, and students' active involvement in language classes. Overall, the study emphasizes the importance of creating a positive learning environment to effective language learning and suggests strategies teachers use to overcome the challenges they face.

Key Findings

The study revealed that teachers who promote positive behavior enjoy teaching and believe that language is essential. They believe that a positive learning environment is maintained when healthy behavior is exhibited in class. Participants emphasized that individual care is vital in promoting language learning ecology, which is directed at students' academic achievements.

Similarly, the results and discussion presented that teacher teaching in the secondary school learning as creating a collaborative and cooperative learning environment through technology, motivation, active participation, and generating learner autonomy.

On the other hand, the study discovered that the role of non-human friends or things in classroom classrooms is crucial. The educational tools or resources used by the classroom teachers supported the students' learning and enhanced learning

ecology. Additionally, appropriately managing the instructional and physical classroom settings helps repeatedly create a social ecology for effective learning.

I also observed that outdoor aspects of a classroom could significantly impact a student's overall learning experience, such as educational opportunities and activities outside of a traditional indoor setting. These experiences can provide unique learning opportunities and a change of pace from the traditional classroom setting. However, it's important to remember that the facilities offered by a school play a crucial role in the student's health, behavior, engagement, learning, and growth. Investing in quality outdoor and indoor facilities can significantly ensure students' educational experiences and contribute to their overall success.

I also found that external factors such as society, ongoing curricula, contemporary issues, and views of the concerned stakeholders positively impact the overall pedagogical environment of the classrooms, promoting the ecology of teaching and learning activities at the secondary level of education. Most participants understood that the role of the world's perceptions significantly contributes to establishing a positive atmosphere for the learners. This would promote learning ecology, where ecological education would help encourage effective learning.

I explored several challenges from the teacher's narrative concerning maintaining language learning ecology in the classroom. The data proved that the significant challenge for English language teachers was motivation and encouragement among the students. As the class is enclosed with students having diverse learning attitudes and levels, it is always challenging to encourage them to learn. Similarly, I found the lack of individualized learning experience another challenge for English language teachers teaching at the secondary level. Analyzing the teachers' narratives, I found that the limited availability of technology and authentic resources is another challenge. Inadequate teacher training is also a genuine challenge for the language teacher, because of which English language teachers fail to attempt change.

Although there are many challenges in maintaining a proper learning environment in the class, teachers develop different coping strategies to make learning more fruitful and result based. The data revealed that teachers use technology in their classrooms to maintain a healthy learning atmosphere. Similarly, data showed that collaboration is another fruitful technique to maintain a learning environment in the class through which students get ownership of their learning. Likewise, findings

confirmed that active student involvement in language class reduced the teacher's effort in teaching-learning activities. Further, data also stated that encouraging and motivating students to reflect on everyday learning also helped energize learners to be active in the learning process. In this way, teachers are good sources of creating every solution to a problem. Teachers use many new strategies to maintain a healthy and happy environment for language learning.

Implications of the Study

The importance of positive behavior and a positive learning environment:

Teachers who promote positive behavior and maintain a positive learning environment are likelier to enjoy teaching and believe that language learning is essential. Thus, educators must prioritize creating a healthy, supportive, and positive learning atmosphere in the classroom to foster students' academic achievements.

The significance of individual care in promoting language learning ecology:

Teachers must provide individualized attention to their students as every student has different learning attitudes and levels. This can be done by creating a collaborative and cooperative learning environment through technology, motivation, active participation, and generating learner autonomy.

The crucial role of non-human resources in promoting learning ecology:

Educational tools and resources used by teachers in the classrooms are critical for supporting students' learning and enhancing learning ecology. Appropriate management of instructional and physical settings also repeatedly supports learners in creating a friendly ecology for effective learning.

The importance of quality indoor and outdoor facilities in enhancing students' educational experience: Investing in quality indoor and outdoor facilities can greatly enhance a student's educational experience and contribute to their overall success. The outdoor aspects of a classroom can also provide unique learning opportunities and a change of pace from the traditional classroom setting.

The impact of external factors on the pedagogical environment of classrooms:

Society, ongoing curricula, contemporary issues, and views of the concerned stakeholders positively impact the overall pedagogical environment of the classrooms, promoting the ecology of teaching and learning activities at the secondary level of education. Thus, it is important to consider these factors while planning teaching strategies.

Challenges faced in maintaining a proper learning environment in the class:

Challenges such as motivation and encouragement among the students, lack of individualized learning experience, limited availability of technology and authentic resources, and inadequate teacher training can hinder the creation of a healthy learning atmosphere. However, teachers can use various coping strategies to overcome these challenges.

Coping strategies used by teachers to create a healthy learning environment:

Teachers can use technology, collaboration, active student involvement, and encouraging and motivating students to reflect on everyday learning to create a positive classroom learning atmosphere. These strategies can help energize learners to be active in the learning process and foster a healthy and happy environment for language learning.

Reflection

Teaching is not just teaching the lessons; it is the task of preparing the generation. I was born in a remote village in Nepal to a family who struggled to make it. My parents were farmers, and we barely had enough food to eat. Despite the difficulties, I was determined to get an education and worked hard to make that happen.

As a child, I walked for miles to attend school classes, where I struggled to keep up with my classmates. I often had to miss school to help my parents in the fields, and when I did attend, I was often distracted by hunger and the constant problem with my hands and mouth.

Despite the challenges, I never gave up on my education dream. One day, luck was on my side when a kind-hearted teacher noticed my potential and offered me a scholarship to attend a higher secondary school. It was a turning point in my life, and I worked hard to make the most of the opportunity.

After completing my higher secondary education, I continued to pursue my studies, and I was eventually admitted to Tribhuvan University for a Master's degree. It was a dream that came true, and I threw myself into my studies with all my heart and soul.

But I didn't stop there. I continued working hard and was eventually admitted to the Kathmandu University School of Education (KUSOED) MPhil program. Knowing I had come so far was incredible despite the odds stacked against me.

When I started my academic journey at KUSOED, I had no idea of research and found navigating this new world of knowledge challenging. I often found myself struggling to balance my studies with other commitments.

As I progressed through my studies, I debated with my teachers, questioning the teaching methods and approaches. This helped me think critically about my learning and inspired me to explore new ideas and perspectives.

These debates made me realize that my learning ecology was not always conducive to my growth and development. I felt that I needed to find new ways to learn, break out of the traditional classroom setting, and explore new avenues of knowledge.

It was then that I discovered the field of language learning ecology, which resonated with my own experiences and reflected my views on learning. I began to read books on this subject and gained methodological knowledge that allowed me to become a more effective researcher.

Over time, I developed a deep passion for learning ecology, which became my calling. I wanted to share my knowledge and experiences with others. So, I became an activist in this field, promoting the idea that learning should be dynamic, interactive, and holistic

Today, I am proud to say that I am involved in research work, and my work in learning ecology has allowed me to explore new horizons and make a difference in the lives of others. I plan to continue exploring this field, to learn more, and to grow as a researcher and activist.

I also plan to offer training to the teachers teaching in community schools to help them develop new approaches to learning that reflect the principles of learning ecology. I believe this will help create a more dynamic, engaging, and inclusive learning environment, and I am excited to see its impact on future generations.

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APPENDICES

Appendix I

Interview Protocol

- 1) How was/is your English classroom and its physical aspects? (Infrastructure; building, toilet, classroom, learning material, room arrangement, seating, bulletin boards, windows, doors, furniture, drinking water, medical kits, girls' room) How does it influence English Language learning?)
- 2) What kind of teaching behavior do you practice in English Language Teaching? (Teachers' behavior, students' participation in classroom activities, inclusivity, biasedness, discrimination in terms of race, gender, culture, etc.). Why? why not?
- 3) What kinds of methods do you apply while teaching English (Is it lecture, translation, audiovisual, or participatory? What are the activities? Do your students interact in English? Why? Why not?
- 4) Do you/your students find the classroom safe, secure, and comfortable?
- 5) Do you students make students confident in terms of participation in learning activities, collaboration, use of technology, and overall learning environment? Explain.
- 6) Do your students communicate in English? If not what and why?
- 7) Do you think that teachers of English should be responsible for making an effective learning environment?
- 8) Are you aware of the psychological states of learners; family and cultural backgrounds, and economic status of the family)? What is the role of it in English Language teaching?

Appendix II

Journal Entry Prompts

- 1) Explain how you felt about teaching reading when you first began teaching. If there are differences, explain why you feel these differences might exist.
- 2) Describe a specific, recent lesson where you implemented reading strategies that worked. Why were the students so responsive? Do you continue with this strategy?
- 3) Describe a specific reading lesson where the lesson was well-planned, but it did not go as expected. Why do you think that the students did not react as expected? Did you modify the lesson or did you abandon the practice? Why?
- 4) Currently, do you believe you are confident in implementing reading strategies often? If so, why are you confident in implementing reading strategies often? If not, what might improve your confidence in implementing reading strategies often in your English classroom?