

Embracing Local Identity: Strategies for Effective English Teaching in Nepal

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This research paper explores the integration of local identity into English language teaching (ELT) in Nepal, highlighting the importance of culturally responsive pedagogy. In a country marked by rich linguistic diversity and distinct cultural heritage, traditional ELT methods often fail to acknowledge the significance of local contexts. This study seeks to identify practical strategies that educators can employ to incorporate local identity into English teaching, thereby enhancing student engagement, language acquisition, and cultural pride. Using a qualitative research design, the study investigates multiple case studies from Nepali classrooms where local narratives, folklore, and community resources have been successfully integrated into the curriculum. The research methodology includes in-depth interviews with teachers, classroom observations, and content analysis of teaching materials. These approaches aim to explore the role of educators in fostering an inclusive classroom environment that celebrates local languages, traditions, and cultural practices. A systematic approach to data analysis, including thematic coding, ensures that the findings are grounded in observable classroom practices and teacher perspectives. The findings suggest that integrating local identity into ELT significantly boosts student motivation, language retention, and cultural pride. When students see their own culture reflected in the curriculum, they are more engaged and motivated to learn English. The study also identifies specific strategies that educators can implement, such as incorporating indigenous literature, local stories, and community-based resources into lessons. By adopting culturally responsive teaching methods, teachers can create a more relatable and meaningful learning experience for students, fostering a deeper connection to both the English language and their local identity. This study advocates for a paradigm shift in ELT practices in Nepal, urging educators and policymakers to embrace local identity as a core component of effective English teaching. The integration of local identity not only improves language learning outcomes but also empowers students by reinforcing their cultural pride and sense of belonging.

Keywords: Culturally responsive pedagogy, ELT practices, Local identity, Local narrative, Teaching strategies