

Challenges and Strategies of Managing Extra Classes of English in Community Schools

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Abstract

Article History

Submitted 12 Jan 2026

Reviewed 23 May 2026

Accepted 30 July 2026

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DOI

<https://doi.org/10.3126/eltp.v11i1.98807>

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Publisher

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Community schools in Nepal have identified the importance of extra classes of English to improve students' learning outcomes and to meet parental expectations for their children's better English language proficiency. However, managing such classes is a challenging task for schools. The study aimed to explore the challenges faced by head teachers, English teachers, Chairpersons of school management committees (CSMCs), parents, and students in conducting extra-classes of English for school-level students in community-based schools in Surkhet. The qualitative research design was followed to explore the subjective experiences of stakeholders regarding the challenges they face and the strategies adopted to mitigate them. Experiences shared by ten purposively selected stakeholders in semi-structured interviews were transcribed for analysis to identify patterns and regularities for thematic analysis. The stakeholder reported the positive impact of extra classes of English on students' performance and learning outcomes and prioritized the need for extra classes of English. However, the headteachers, English teachers, CSMCs, parents and students reported several challenges of conducting such classes. Lack of funds, limited time, large class size, level of students, socio-economic status and mixed ability students in the classroom were the main challenges of regulating extra classes of English. Despite these challenges, the classes were managed with occasional internal school funds and minimal tuition fees. In spite of challenges in conducting extra classes, the participants highlighted the importance of the classes in improving students' English proficiency.

Keywords: *Additional/Extra English classes, community school governance, contextual English, language teaching practices, English language policy of Nepal, school stakeholders*

Introduction

Teaching is a dynamic process that includes students, the teacher, teaching pedagogy, appropriate instructional materials and activities (Kandel et al., 2026). A teacher, as an important part of the teaching-learning process, possesses several expertise such as content knowledge, pedagogical knowledge and discourse skills to teach effectively in the classroom (Richards, 2017). Teaching English as a foreign language requires additional proficiency in all four language skills and aspects, too. As English opens several doors of opportunity and has become a global language, there is a growing demand for teaching English and proficient English teachers all over the world (Warschauer, 2000). English language education has long been taken as a critical component of Nepal's national curriculum. It attempts to reflect the global demands for communicative competence and local aspirations for social mobility (Awasthi, 2003; Poudel & Choi, 2022; Shrestha, 2016). However, English language teaching in Nepali community schools has suffered from systemic challenges, such as limited resources, the unavailability of trained teachers to cope with the students' problems, uneven teacher preparations and training, unjust administrative policies regarding the schools in the remote and semi-urban areas, and competing expectations of the stakeholders (Dhakal et al., 2024; Regmi, 2017; Wagner et al., 2026). To mitigate this context, many community schools have introduced supplementary extra classes as a means of filling the gaps in students' English language proficiency and meeting the parental demands for improved learning outcomes in their children's English language learning (Choi & Poudel, 2024; Gyawali & Kandel, 2025; Saud, 2020). In the meantime, the management of these extra classes has received scholarly and critical attention, particularly in the context of rural and community-based schools in Nepal (Gyawali & Kandel, 2025; Shrestha & Dangal, 2024). The newly elected government of Nepal has also raised concerns over the school children's and their parents' physical, psychological, and economic burdens (Baral, 2026). However, studies have not yet explored the context, necessity, relevance, and outcomes of such additional classes in the rural community context of Nepal extensively. This study addresses the gap by examining the challenges and strategies involved in identifying, organizing, and sustaining supplementary English classes in Nepali community schools as experienced by students, English teachers, head teachers and the chairpersons of school management committees (CSMCs).

This study defines extra-classes of English (EECs) as classes which are additionally managed in schools beyond the regular school periods, often apart from regular school hour teaching of English, where the students engage in learning activities related to the English subject (Gyawali & Kandel, 2025). EECs are conducted before or after school hours using the school infrastructure and raising minimal tuition fees from the students. Such classes are remedial classes where students find time and procedures to recover their learning obstacles through constant practice and individualized feedback from the teachers, and also help them to develop language proficiency, language skills and preparation for examination. The students have not had equal opportunities of engaging into different learning activities to develop their language skills in their regular class due to classroom time constraints and large class size. It creates a barrier to learning English which the students cannot cope with their self-attempts in the beginning stage. So, these days running extra classes has been the trend of many schools to improve students' English proficiency and the results in English. Teachers get additional time to teach students in such extra classes using different motivating strategies that they miss in

their regular classes due to the constraints of time. Many community-based schools have EECs at the demand of the parents and SMCs, who also contribute to regulating them smoothly in their schools. Although there does not seem to be any clear timetable and policy to run such classes, community-based schools are conducting such classes, managing funds through internal resources and/or tuition fees raised from the respective students.

On the one hand, we can observe many schools conducting extra classes; they also share some challenges in conducting such classes in their schools. The stakeholders generally believe that additional classes beyond the regular English classes in the school hours help students acquire English language proficiency through the additional practice time, repetition of the content, teacher feedback, and students' self-reflection and motivation (Dawadi, 2019; Gyawali & Kandel, 2025). On the other hand, there are very limited studies in this area. This showed the gravity of the issue to be explored and motivated us to study the stakeholders' challenges in conducting EECs. In this context, it is quite relevant to examine the challenges faced by all the stakeholders, such as head teachers, teachers, parents, students, and CSMCs, in conducting extra classes and the ways they adapt to resolve those challenges in their contexts. So, this study tries to address the research questions, such as: what challenges do the students, English teachers, parents, head teachers, and CSMCs encounter while managing and conducting extra classes of English? In what ways do the stakeholders resolve the challenges related to extra classes of English? In this regard, this study had the following two objectives:

- a. To identify the challenges perceived by the students, English teachers, parents, head teachers, and CSMCs in managing and executing extra-classes of English in their schools.
- b. To explore the strategies and practices adopted by the stakeholders to address and overcome the challenges related to the extra classes of English.

Review of Literature

Teaching English in Nepal has witnessed many ups and downs as it has been taught from elementary to tertiary levels, besides the additional English language classes targeted for developing students' English language proficiency in various teacher-led and registered private institutions. This section deals with a short glimpse of English language education in Nepal and discusses the community stakeholders' perceptions of extra-classes of English and their participation in managing such classes in schools.

English Language Education in Nepal

In the context of Nepal, the English language is taught as a compulsory subject in community-based schools, whereas in private schools, it is taught as both a subject and a medium of instruction (Rana, 2025; Richards, 2017). English is a non-native language for the students in Nepal. Kachru (1985) opines that English, in expanding circles' countries like Nepal and China, is not the native language, and it is introduced as a foreign language at institutions and universities. It means English is learned in school and university as a compulsory subject with foreign language status in Nepal. English is an international language as well as a lingua franca for international communication (Adhikary, 2025). Therefore, learning English is challenging, yet it is assumed to be an essential skill among the young generations.

In multilingual countries, where English is a dominant language, teaching English without

using the native language may bring difficulties to both the teachers and the students (Manandhar et al., 2024). They emphasized that the teachers need to know and apply students' mother tongue to reduce challenges in teaching English in a multilingual class. Pandey (2024) identified a lack of teacher training, linguistic dynamics in the classroom, the traditional role of the teachers, and policy discrimination as critical challenges in English language teaching classes. Teaching English in a diverse classroom is challenging because teachers need to know and apply their first language to teach effectively (Manandhar et al., 2024).

Large class size is an additional challenge in the ELT classroom. To ensure quality education, large classes are a major obstacle (Adhikary, 2025). However, Banstola (2023) reveals that English language teachers in large classes can have both challenges and opportunities. Teaching all of them in the same class using traditional methods is a challenge for the teachers, whereas playing various roles, using ideas, capabilities and consciousness for managing and teaching them is an opportunity for the teachers.

The use of information and communication technology has greatly influenced almost all sectors these days. English language teaching has also been influenced by the use of ICT. In this regard, Paudel (2022) explored the challenges of integrating ICT into English language classes. The findings highlight an urgent need for training programs and robust ICT policies to improve teachers' competence in using ICT for language instruction and address existing barriers. Similar to the problems of integrating ICT in the ELT classroom, there exists the problem of a large number of students in our Nepalese context.

Stakeholders' Perceptions of Extra Classes of English

Although there are limited studies in the related field, the Libyan study explored time limit, school workload, and lack of funding, some social and cultural barriers, and students' perception as barriers to implementing Extra-curricular activities in English (Amara, 2021). In the Study carried out by Santhi (2011) in the context of India, extra classes were reported as a means of creating a lot of stress and tension for the students and teachers, as they need to come to school early in the morning and go home late at night. The findings of this study also suggested that there is no need for extra classes, as the students can master the basic content of subjects at regular schooling hours. However, the English language is taught as a foreign language in Nepal, and the results of the English subject in the examination seem unsatisfactory. This scenario depicts that there exist several problems while carrying out teaching and learning activities in the English language.

Different studies have also shown the challenges of teaching English. For example, the study by Manandhar et al. (2024) explored that teaching English in a multilingual class presents significant challenges, and it can be solved using learners' first languages, which helps teachers reduce challenges such as dropout rates, form a strong foundation for language learning, and support the preservation of indigenous cultures. Dawadi (2019) found that most of the parents want their children to learn English better, even taking extra coaching classes, and most of the students, especially in grade ten, take extra test preparation classes. Both the parents and students become worried about better student performance in test results. Similarly, Pandey (2024) examined the experiences of teachers teaching English in Nepal and explored the use of traditional teacher-centered methods, biased educational policies, the complexities of teaching in multilingual classroom settings, and a lack of sufficient pedagogical training as problems in ELT. The study also highlighted the need to reshape teachers'

roles as mentors, facilitators, and guides in the learning process due to evolving teaching methods and technological development. Similarly, Phyak et al. (2024) indicated speaking, classroom participation, and writing as the three major problem areas identified by teachers in their action research reports. However, a phenomenological qualitative study by Panthee (2020) reported both challenges as well as opportunities of teaching and learning English. The findings revealed a lack of teachers' language proficiency, insufficient instructional resource materials, and culturally and linguistically diverse classrooms as challenges and improved learner engagement and broader communicative competence as opportunities for teaching and learning of English. The studies also emphasized that community-based schools' teachers of Nepal perceived teaching of English positively, amidst the challenges they face in their classes.

Community Participation in School Governance in Nepal

As school has long been accepted as a miniature society, community participation in its governance is imperative (Aryal, 2021). It is essential for fostering accountability, inclusivity, and contextualized decision-making in school education. Government policies to form SMC and parent-teachers associations of the schools from among the parents and guardians of the schools motivate them to take active roles in shaping the school priorities (Puri & Chhetri, 2024). Community participation can also be witnessed in monitoring teacher performance and students' overall learning, besides overall infrastructural, financial, and administrative management (Adhikari et al., 2023). Studies highlight that this community participation strengthens school-community bonds and enhances the transparency and legitimacy of school governance (Musundire, 2026). It also helps to resolve the day-to-day problems of the schools, including providing contextualized and quality education to the students. However, the community participation in school governance has been limited to a small representation, especially of the political elites in many cases, which does not represent the ethnic, linguistic, and socioeconomic representation of the society (Khanal, 2013).

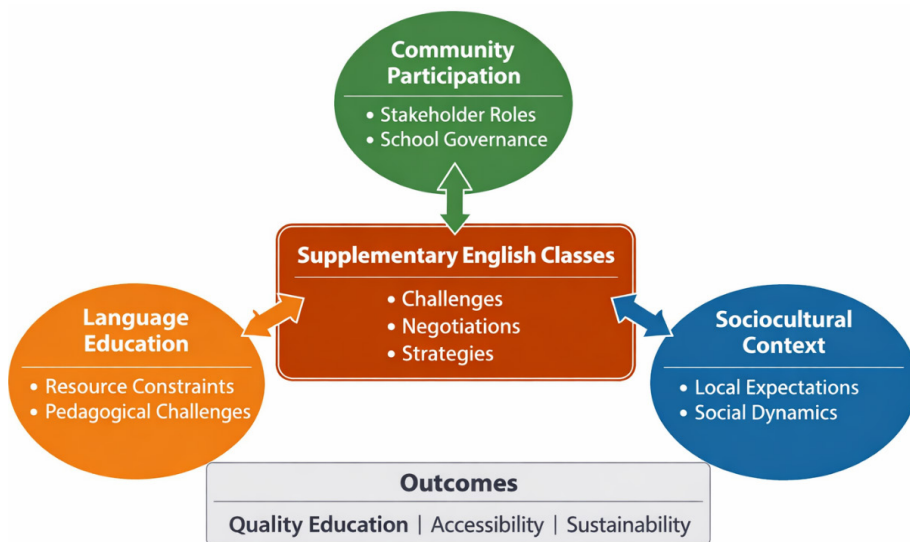
However, a large number of students, a limited number of classrooms and other infrastructural problems are reported by the stakeholders that hinder the overall development of the schools. Teachers mainly concentrate on teaching and classroom management. Regarding this, Adhikary (2025) explored that most English teachers are well-informed about handling large classes and tend to adopt a selective or flexible approach to effectively manage such classrooms in the context of Nepal. From the review of the above literature, it is obvious that there exist some challenges in teaching English in regular classes. As in regular classes, there may exist some challenges in running extra classes of English, too. However, there are limited studies in this area. So, this study tries to explore the challenges faced by stakeholders along with teachers while running extra classes of English.

Theoretical Lens

This study adopts the lens of a participatory school governance system for the management of extra English classes (Mifsud & Wilkins, 2025; Pies & Valentinov, 2023; Regmi, 2017). Theories of community participation emphasize the role of multiple stakeholders, such as students, teachers, head teachers, and the school management committee, in shaping the school education (Khanal, 2013). It adds to the government policy structure and attempts to bridge the global aspirations for better English language proficiency and local realities of resource scarcity, pedagogical diversity, and sociocultural

expectations (Sharma, 2008; Villarreal & Rodríguez, 2011). This study integrates these perspectives and adopts a framework that takes supplementary English classes as a pedagogical intervention and consensus of negotiation among the stakeholders (Gyawali & Kandel, 2025). The sustainability of such classes and their quality measures are mediated by the institutional contexts and community priorities (Mogren et al., 2019; Pies & Valentinov, 2023). This conceptual orientation provides a nuanced analysis to evaluate the challenges experienced by the stakeholders and the resolving strategies adopted in the practices of Nepali community schools. The conceptual framework of the study is illustrated in Figure 1.

Figure 1: *Stakeholders' perceptions on supplementary English classes at the secondary level*



Methods

The researchers followed a qualitative research approach in this study, as its main objective is to explore subjective opinions of participants as well as the challenges they encounter in conducting an extra-class of English within the framework of community participation for school governance (Mifsud & Wilkins, 2025; Mogren et al., 2019). As Creswell (2014) claims that phenomenological research helps to explore and understand the particular phenomena encountered by participants, this study follows a phenomenological research design to explore the experiences of the participants. In this research, a purposive sampling procedure was applied to select participants from among the stakeholders of school governance from the school and the community. Totally, ten participants were purposively selected for the study. The participants were the head teachers, the English teachers, the students, the parents and the CSMCs of the schools of a municipality of Karnali Province, Nepal, where the extra-class of English was being conducted in collaboration with the school and community, including the participation of the parents, and the school management committee. In order to explore the experiences of the participant, a semi-structured interview was used as the major tool for data collection. The study assumed that school community collaboration enhances school governance, which consequently improves school education and students' learning (Khanal, 2013). Before collecting the data, the researchers developed the interview guidelines. Based on the guidelines, the interviews were administered, including the use of prompts and probes when necessary to collect

the required data for the study. The guidelines allowed researchers to ask different questions for the teachers, students, parents and CSMCs to explore the challenges of conducting extra classes from their point of view or side.

Two head teachers, two teachers, two CSMCs, two parents and two students of two government-funded community schools in Surkhet Valley were interviewed. Regular phone contact and interaction with stakeholders helped with the collection of the data. For securing privacy, ethical considerations were applied while collecting the data. Before having an interview, their consent was taken, and the interview time was scheduled in collaboration with the participants. The interview was taken and recorded on the cell phones. Then, the interview was transcribed and coded. After that, the data was read and reread several times to derive the themes from the data on the basis of the regularities and patterns of the data. Themes were generated keeping the pattern of the data and research questions in mind. Finally, the data were analysed under different themes descriptively. To address the issue of ethical consideration, the participants' consent was taken before collecting data, the participants were assured that the data would not be disclosed and misused for other purposes, and the participants were given pseudonyms such as Maya/Arjun, Sanjay/Anita, Sita/Gopal, Laxman/Dipa and Prakash/Sarita to maintain anonymity and confidentiality.

This study helps to identify real-life-based experiences of individual participants within their natural contexts of Birendranagar Municipality of Surkhet district. The demographic information of research participants is presented in the following table.

Table 1: *Demographic information of the participants*

Pseudonym	Role	Qualification	Age	Gender	Ethnicity
Maya	Head teacher	M.A., M.Ed.	52	Female	Chhetri
Arjun	Head teacher	M.Ed.	53	Male	Brahmin
Sanjay	English teacher	B.Ed.	45	Male	Brahmin
Anita	English teacher	M.Ed.	37	Female	Chhetri
Sita	CSMC	B.Ed.	50	Female	Brahmin
Gopal	CSMC	M.A.	45	Male	Brahmin
Laxman	Parent	SLC	46	Male	Chhetri
Dipa	Parent	B.A.	37	Female	Chhetri
Prakash	Student	Grade-9	15	Male	Dalit
Sarita	Student	Grade-10	15	Female	Chhetri

Results

Based on the research questions, the results are presented into two broad themes: the first theme deals with the challenges faced by the CSMCs, head teachers, English teachers, parents and students, and the second theme discusses the procedures they adopted to resolve those challenges.

Perceived Challenges of Conducting Extra Classes of English

The participants shared their experiences of conducting extra English classes. Most of them expressed that the low income of the parents was a great challenge in conducting extra English classes. The experiences shared by head teachers show how they struggle to conduct extra English classes. Regarding this, *Maya* stated, “There are many challenges. Our school is a community-based school.

Many students come from low-income families. Their parents cannot afford to spend on extra learning. Some parents even quarrel with us when we talk about fees". The head teacher's response indicated that in a community-based school, almost all the students belong to a poor family background. Involving them in extra English classes has become an extra economic burden for their parents. Therefore, a few parents showed anger with head teachers. Supporting *Maya, Arjun*, another head teacher, also added other challenges of conducting extra English classes in the school. He stated :

To provide extra funds to the teacher, parents feel an extra economic burden. The management of time and the settlement of talented students also pose a challenge. Not all students appear in such classes. Although such classes are mainly for weaker students, they seem to be lazy in the classroom. Some parents also complain to us that the school runs extra classes to finish the course and uses them as a source of earning money.

He also mentioned time management and talented students' engagement with poor ones in teaching and learning activities as a challenge. They also reported that talented students prefer to go faster to the new teaching items, and they want to go faster. The headteachers' views also indicated parents' criticism of extra classes. It is also a great challenge to teach both intellectually and economically diverse students in the same extra classes.

Accordingly, CSMCs also expressed that management of funds is the main challenge, along with some others related to teachers' management, time management, motivation factors and regularity issues. In the words of *Sita*:

Extra funds for the teacher are the main challenge. Regularity of extra class and time management of the teacher, and motivation for both teachers and students for the extra English class are challenges. Sometimes the fee collection for extra classes becomes debatable and a legal issue.

Parents also expect help from government agencies to help the students pay for extra classes. CSMCs' experience is similar to that of head teachers in the case of managing funds. CSMCs also perceived collecting funds to pay for the tuition, continuity of extra classes, appropriate time management, and teachers' and students' motivation for classes and a lack of specific rules for conducting such classes as challenges. Government policy did not allow for the collection of fees from the parents, either. So, there are question marks providing funds and their continuation for the basic level school. Supporting *Sita* and making ideas more vivid, *Gopal* argued:

The biggest challenge is managing funds to provide incentives for teachers to conduct the extra classes. Another challenge is parents' income level, as they cannot always afford the fees. Socio-economic challenge, some students work in households to support their families, and their families do not send them to attend extra classes outside school hours. Despite these challenges, we are conducting classes by managing teachers' and students' time. Long school vacations, such as the rainy season, are more suitable for these classes.

He also shared the limited time as a challenge for the extra English classes and suggested making it optional so that only the needy students take it. However, they were motivated to regulate extra classes as such classes offer a more flexible learning experience than the school hours.

Similarly, English teachers also shared students' low level of language proficiency as one of the greatest challenges. Regarding this, *Anita* stated :

Most of the students face different challenges while learning English, such as they do not have

basic knowledge of grammar and vocabulary. Different-ability students in the same class pose challenges in conducting activities. We have to face the problem of time management and feel overburdened and tired from teaching from early morning to late evening.

She shared that teaching itself is challenging if students lack basic skills of learning a language. She focused on the selection of appropriate activities for mixed-ability students as a great challenge. These challenges are genuinely faced by all teachers who teach English in a non-native context from the beginning. Supporting *Anita*, *Sanjay* further added:

Not only joining an extra class improve the English of the learners, but it needs proper use of appropriate methods and instructional materials and regular exposure to the learners from the beginning. For that, we need enough time. As a teacher, we do not have time to prepare at home. The high expectations of parents and head teachers regarding the results of the students also create pressure.

The participants focused on the selection of appropriate teaching methods, instructional materials and continuous exposure to the students from early classes. They also suggested that newer techniques and newly updated ICT tools can be used for teaching language to help all the students from heterogeneous backgrounds.

Parents also shared different challenges in the conduction of the extra-English classes. *Laxman* mentioned, “Lack of talent, trained and subject teachers in the school is one challenge. Similarly, managing fees and buying different materials needed for an extra class is the next challenge for us”. Supporting *Laxman*, *Dipa* added:

We are always anxious about how to manage the fee. The result of the children also makes us worried, and we doubt that our investment may go to waste. It is also difficult for children to get up early and go to school. The issue of their safety and the management of lunch and tiffin for them is also challenging. We have to give more time to children to prepare everything for them, and sometimes bring lunch and tiffin to them, even if we have very limited time.

Parents noticed that the lack of trained and skillful teachers in the early grades schools was a reason for their children’s weaknesses in English at the secondary level. The management of fees and other materials posed an economic burden to parents. They also doubted the effectiveness of their investment in extra classes. They also raised some practical issues such as students’ safety, care and management of lunch and tiffin for students in extra classes.

Students who attended extra classes regularly shared their progress from the classes that they could not have achieved otherwise. They opined that although they got more opportunities to practice what they learned in their regular classes, they have less time for self-learning. Regarding this, *Prakash* expressed:

Although extra class support our learning, we have less time for reading other subjects. We often practise what we do in regular class. We do not learn new things. It makes our learning boring. We sometimes feel that such classes are a waste of valuable time and are less effective. Teachers do not follow new techniques and teach using the same methods and materials all the time.

Supporting ideas of *Prakash*, the challenges of taking extra classes, *Sarita* opined:

We have to pay a fee, we have less time for self-learning, we have a problem in having breakfast

and dinner on time, parents also give more time to prepare and send us to school, we also have a security problem while going and returning home early morning and late evening.

The students' responses revealed some factors that create challenges and demotivation towards extra-classes of English, such as the repetitive content, traditional methods of teaching, and focus on only practice of what they study in regular class, making extra class a fashion rather than an effective platform for learning from the students' point of views.

Strategies Used to Resolve the Challenges of Supplementary Classes

The participants shared different ideas and their possible roles to tackle the challenges, such as the management of internal funds for students from socio-economically disadvantaged communities. Regarding how stakeholders tackle challenges and solve the problems they encounter while conducting extra classes, *Sita* shared:

As a CSMC, my role is to coordinate, cooperate with parents, the school management committee and provide ideas and motivate teachers for better teaching and learning in the classroom. I never decide for myself. We discuss in the meeting. I have suggested to the teacher to manage classes properly while teaching in the classroom, and also request them not to discourage students by saying 'you are weak', 'you don't know anything'. A teacher should understand the emotions of the students in teaching and learning. In my experience, weak students neglect extra classes if teachers discourage them.

She emphasized the active and initiative role of the school management committee for regulating extra classes. Her opinion reflects the need for positive attitudes of the school management committee, which always matters in creating a friendly relationship among teachers, staff, and other stakeholders. Coordination and cooperation among the teachers, parents and other concerned authorities are necessary for effective communication. She also suggested the creation of a motivating environment, understanding students' feelings and proper management of seating in extra classes.

Similarly, *Gopal* emphasized, "Coordination and cooperation with teachers, parents and students is needed. Another role of SMC is in managing and providing funds to the teachers". He also focused on co-operation and coordination among the parents, teachers and CSMC in school to provide extra incentives for teachers and motivate them for extra classes. The financial part is essential to manage infrastructure, buying instructional materials and paying for extra classes. Parents also expressed their views similar to CSMCs. In this regard, *Dipa* argued:

To improve English education, it should be taught simply and understandably. A supportive environment must be created, and teachers should be given incentives similar to those in private schools. Access to English teaching resources, such as books and multimedia, should be improved. Cooperation and coordination among teachers, parents, and students are also necessary.

She emphasized that teaching methods, environment and the incentive of the teachers impact on students' learning. She opined that to simplify the contents for the students, the teachers can use multimedia, audio/ video or recorded video of the text, the textbook and so on.

Moreover, English teachers also believed that ELT materials and books were not essential for comprehensive teaching. Regarding this, *Anita* articulated:

In extra classes, we need to use different audio/visual materials, drills and adequate use of

language games to motivate students. Such activities can help students meet their needs. We also need to carry out regular action research to tackle challenges, and also do new and varied activities to encourage students and make them regular in extra classes.

She mentioned that to make extra classes effective, teachers need to use audio/video and drills, and language games in teaching listening and speaking skills. By letting students practise, visualise, and listen to audio-video, teachers can help students enhance their learning. The responses of the teachers indicate that they need to use innovative techniques and activities in classes.

Like teachers, students also reported that the school should manage an appropriate time for extra classes. Too early in the morning or very late evening can be difficult for students. *Sarita* argued, “Extra class time, fee and number of students in class and teachers' teaching methods and techniques should be considered in extra class. It should not be compulsory”. These arguments revealed that the fee structure, classroom activities and time management should be considered in managing extra classes, and such classes should not be imposed, but rather made optional.

Discussion

The participant stakeholders of this study prioritised the need for running extra classes, as such classes accelerate learning outcomes of the children (Abreh, 2023). However, they acknowledged that running such classes is also challenging. The most significant challenges experienced by the head teachers, English teachers, CSMCs, parents, and students are managing time and funds. Government policy does not allow for the collection of fees from the parents, and there is insufficient budget in the school. In this situation, conducting such classes is difficult for the community-based school. Similar to the findings of the study carried out by Panthee (2020), and Kandel and Bist (2025) who presented low level of teachers' language proficiency, shortage of instructional resource materials, and diverse ability students as challenges, the findings of this study also revealed that lack of trained and skilled teachers, lack of materials except textbook, and large classes and differently able students in the classroom as challenge in English classroom. Similar to the findings of the Zimbaian study (Chidakwa & Chitekuteku, 2024) that indicated extra classes as means of creating inequities among childrens due to financial constraints, parents and head teachers in this study mainly reported management of funding as a great challenge, along with time management and some social and familial reasons, such as poor family economy, the need to support parents in income generation by students, as well as challenges in conducting extra English classes. These findings also align with findings of Amara (2021) in the Libyan context that explored time limit, school workload, and lack of funding, some social and cultural barriers, and students' perception as barriers to implementing extra-curricular activities in English. However, unlike the findings of the study by Santhi (2011) in the Indian context that reported extra classes as a waste of time and burden for both teachers and students, this study's findings revealed extra English classes as essential and fruitful for improving students' English and bringing good results, although there exist many challenges in implementing such classes effectively.

Moreover, this study also reported that the extra classes need to be promoted, and both teachers and parents seemed committed to running extra English classes despite challenges in conducting such classes. Overall, the participants focused on regular supervision and monitoring of extra classes from the concerned authority, as reported by the study carried out in Zimbabwe (Chidakwa & Chitekuteku, 2024). Teachers also reported several challenges in conducting extra classes. Their responses revealed

the challenges related to students' language proficiency. They reasoned that students do not have the expected language proficiency. They needed an extra amount of exposure through extra classes (Gyawali & Kandel, 2025). The regular English classes are not sufficient to improve students' English due to the low level of language proficiency and time constraints. So, additional classes can enhance students' language performance. Such classes make students' performance better in learning and improve their results as well (Selamat et al., 2012). However, community-based school students' low proficiency level of English and low-income family background, students' low confidence and demotivation for learning English have created great challenges in conducting extra English classes. To motivate students to participate in additional classes, there is a need for counselling classes too (Selamat et al., 2012). The participants in this study also suggested the need for motivation and prompt counselling to both students and parents for effective extra classes.

The participants not only indicated the challenges but also provided ways to solve those challenges. Similar to the study of Garne and Sharma (2022) that suggested teachers and students' regular interaction and mutual engagement in the ESL classroom as essential things for creating a friendly learning environment, the participants of this study also focused on collaboration among teachers, head teachers and CSMC for avoiding challenges of conducting extra-classes of English and implementing such classes effectively (Sharma, 2023). Head teachers, CSMCs and parents' responses revealed that collaboration, negotiation and motivation are essential to encounter the challenges in conducting extra English classes. These findings also align with the findings of Tsaliki (2021), who presented teacher-pupil and pupil-pupil interaction as essential for improving students' English. Furthermore, the parents' responses also indicated that there is a need for changes in teachers' teaching techniques and activities, as teachers should use audio, video and different resource materials for teaching English in extra classes too, to improve students' English. It also resonates with the findings of Gyawali (2025) and Tsaliki (2021), which focused on the employment of specific teaching techniques, such as key visuals and corrective feedback, as essential for engaging students in learning and improving their English. The participants, particularly teachers, also suggested action research as a good technique to find out students' learning problems and solve them for effective results. It resonates with findings of Phyak et al. (2024), who emphasized doing action research to solve problems of ELT. As Parajuli (2024) observed, teachers' role as teacher, a researcher and a practitioner, the participants of this study also focused on teachers' role as good researchers and practitioners to tackle challenges faced in everyday teaching efficiently.

Overall, from the head teachers and CSMCs' perspectives common challenges are collecting fund and providing extra incentive to the teachers whereas the teachers experienced the challenges based on teaching and learning activities in the classroom such as students' participation in extra class, regularity of the class and parents' awareness, limitation of time, teaching subject matter in the extra class, lack of trained and qualified subject teachers, teachers' and students' motivation. Like teachers, students faced some challenges such as time management, tuition fees, safety and lack of time for self-study. Although CSMC, head teachers, English teachers and students have experienced the challenges in different ways, their agreed point is that there exist challenges in conducting extra classes and their joint effort of collaboration, interaction and negotiation can solve those challenges and make extra English classes effective.

Conclusion and Implications

In the context of Surkhet, extra English classes have been regular in practice for developing students' language skills as well as performance in English these days. The participants' responses reveal the need and utility of such classes where limited regular schooling hours cannot provide enough language exposure to students for improving their English. However, headteachers, English teachers, parents, CSMCs, and students who are directly connected with such classes have many challenges in conducting such classes. The Community-based schools conducting extra English classes have not received enough support from the concerned authority to run and manage such classes. Similarly, lack of internal funding and resources, lack of trained teachers and training, and scarcity of authentic teaching materials have posed challenges to conducting extra English classes. From the side of students, time management, tuition fee for teachers, timely breakfast and dinner, safe arrival at school early in the morning and burden for parents are some genuine issues of such classes. The context of teaching English in the community-based school of the Birendranagar Municipality showed how tough and full of challenges teaching English in the Surkhet valley is. For effective teaching and learning of English, the teachers need to have expertise in language skills, both in terms of content knowledge and pedagogical knowledge in English. The parents and the students should also have a positive attitude towards learning English.

The study also explored some of the ways of encountering these challenges to make extra English classes effective. The participants' responses revealed co-operation and coordination among parents, teachers and other responsible persons as one of the ways of handling challenges. The study also indicated the creative and supportive role of English teachers, the parents, the head teachers and the CSMCs for running and managing the extra English classes in the community-based school of Birendranagar Municipality. The use of innovative methods, techniques and activities from the teachers, parents and students' commitment and encouraging role of school administration are some possible ways to tackle the challenges to make effective functioning of extra classes. The study also indicated the need for changes in teaching methods, the use of modern technology and diverse resources to make extra English classes effective.

From the analysis and discussion of stakeholders' opinions, we can conclude that although extra classes of English have been a popular practice in many community schools, there exist several challenges in managing such classes. The management of funds, among other challenges, is the main challenge, as there is a provision of cost-free education up to secondary level in the constitution. However, many schools have run extra classes despite the constitutional provisions envisioning better performance and improved learning outcomes of the students. This scenario reflects the need for a clear policy and fair practice of running extra classes of English (and other subjects, such as science and mathematics), and the joint effort of concerned stakeholders to tackle the challenges of running and managing extra classes of English.

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