

## Chapter 1

### Introduction

This study on **Practices of Promoting Professional Identities of Women English Teachers** incorporates the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms.

#### **Background of the Study**

Gender disparity and inequality are still rampant in our society. The constitution of Nepal 2015 has provisioned of minimum of 33% representation of women in all sectors including education. To be specific in Nepalese education context, the gender gap can be seen between women English teachers and men English teachers in community schools. According to the flash 1 report, 2019-2020 of DOE (2020), out of the total numbers of teachers in community schools, the shares for female teachers are 18.7%, 19.3%, and 18.9% at secondary level (G9-10), secondary level (G11-12), and secondary level (G9-12) respectively in community schools whereas population of female in Nepal is 51.44% as per 2011 census. The report of Ministry of Education (MOE, 2014) showed only 17% women teacher in secondary level in community schools in which ratio of women English teacher is more miserable.

Male dominated society has given them limited access, freedom and opportunity in every domain of life. Khadka (2020, p. 110) states “socially constructed gender role hinders their professional live. Existing gender discrimination affects one’s development ultimately influencing the social and professional identity of female English teachers”. Women English teachers in Nepal are facing various challenges in course of professional career. Teachers’ professional identity can be constructed through the proactive participations in conferences, workshops, symposiums, seminars, webinars, habit of continuous reading, researching, teaching, reflecting on teaching, preplanning lesson and re-teaching (Downie, 1990; Hargreaves, 2000 as cited in Chandran, 2018). Professional organizations have been rehearsing several strategies for professional development of teachers; but development is resulted not only through taking part in conferences, seminars,

webinar and workshop; but also acting out and reflecting experiences. Teachers' identities constructions are the essential phenomena to recognize them as professionals in the society. It can be accomplished through the processes of engagement, fancy, and arrangement (Wenger, 1998, as cited in Grier & Johnston, 2009). The literature produced by professional organizations is also expected to be gender friendly. Strategies of professional organizations should function as a springboard to elevate professional identities of women English teachers. However, in Nepalese context, investigations up to now have been showing that there is fairly weak culture of active involvement of women English teachers in the professional organizations to make their professional careers because of traditional roles at home and smartness as their men teacher counterparts.

In our context, there are different annual conferences, seminars, workshops, teachers' network, organized by national and international organizations, ELT conferences, symposium and panel discussions by Tribhuvan university, department of English education, government of Nepal etc. and I have observed very negligible percentage of women English teachers' participation in it. There is no significant participation of women English teachers in different conferences of English language teachers' professional organizations. Men and women English language teachers can promote their professionalisms through several agencies and networks including government and non-government professional organizations and networks. In this context, professional organizations and their teacher professional development (TPD) strategies function as the substantial platform and springboard for the promotion of teachers' professional identity.

### **Statement of Problem**

I have been participating in different annual conferences, seminars, workshops, teachers' network, organized by national and international organizations, ELT conferences, symposium and panel discussions by Tribhuvan university, department of English education, government of Nepal etc. and observed very negligible percentage of women English teachers' participation in it. There is no significant participation of women English teachers in different conferences of English language teachers' professional organizations.

My query is that if women English teachers involve professionally in the nexus of professional networks and organizations, they can develop their professional identity which is essential for the development of the academic institutions in which they have been working professionally and it helps them to be academically and professionally sound for their bright careers. Involvement in the professional networks is inevitable for women English teachers for their professional identities to contribute in ELT scenario at secondary school as their men counterparts. My query is that whether the professional organizations help them for promoting their professional identities.

Research studies on professional development of English teachers have not offered a comprehensive picture of how female teacher construct their professional identities. Therefore, the main issue of my study is to shed light on the way female English teachers construct their professional identity.

### **Rationale of the Study**

This study will be a great contribution in the field of women English teachers' professional identities because it gives due attention on how women English teachers are getting advantages from the professional organizations for their professional identities. This study will be a cornerstone in the domain of women English teachers' professional identities. There is not much research in the domain of women English teachers' professional identities through the professional network. The final conclusion of this thesis will bring vibration in the culture of women English teachers' professionalism. It will be very significant for the woman English teachers in constructing their professional identities through professional organizations. This study helps to establish literature in the domain of women English teachers' professional identities. Therefore, this study also can motivate the cream women students to involve in the teacher professional identity for their prestige and reverence.

## **Objectives of the Study**

The objectives of this study were as follows:

- ) To explore the existing practices of women English teachers in promoting their professional identities;
- ) To find out the factors that affect in constructing their professional identities;
- ) To provide the pedagogical implication of this study.

## **Research Questions**

- ) What are the existing practices in promoting professional identities by women English teachers through the professional organizations?
- ) What are the challenges that they face in course of promoting their professional identities through the professional organizations?
- ) What are the factors that affect in constructing their professional identities?

## **Delimitations of the Study**

Narrative inquiry research design was used to carry out this study. Nine-woman English teachers who have been teaching in secondary level were incorporated from community schools through purposive non-random sampling procedure as a sample of this study.

Nine community schools were selected as a sample using purposive non-random sampling procedure of this study.

In-depth-interview was administered as a sample to collect data in this study.

Research study area was Kathmandu district.

All the participants were given pseudo names as T1, T2, T3, T4, T5, T6, T7, T8and T9.

## **Operational Definitions of the Key Terms**

**ELT.** This stands for English language teaching. It incorporates the field of teaching English as a second of foreign language.

**Motivation.** Psychological energy that Manipulates learners to perform intended behaviors intrinsic motivation: naturally occurring inner desire, primary motivation.

**Professional Identities.** Professional identities refer to the knowledge and professional skills which they construct through the professional organizations regarding the pedagogical content knowledge, professional knowledge and skills, teacher cognition, and ICT skills which help them to be recognized as professional English teachers in the institutions as well as in the society professionally.

**Professional Organizations.** The organizations which are functioning professionally to promote the professional knowledge, skills and spirit of their life members and general members are called professional organizations.

**Women English teachers.** In this study, women English teachers are those teachers who have been teaching English at secondary level in Kathmandu district.

## Chapter II

### Review of Literature

This chapter includes theoretical review of literature which contains teacher professional identity, history of women teachers and professionalism in Nepal, women teachers' professional identities, women English teachers' professional development and professional organizations. In addition, it incorporates empirical review of literature, implication of the review and conceptual framework.

#### **Theoretical Review of Literature**

Teacher professional identity, history of women teachers and professionalism in Nepal, women teachers' professional identities, women English teachers' professional development, professional organization and social constructivism are incorporated in the theoretical review of literature

**Teachers' professional identity.** Teacher identity refers to the knowledge and skills of the methods and skills of teaching the content that every teacher should have for the teacher professional development. The concept of teacher identity is unanimously agreed to be center stage to teacher professional development (Rodger & Scott, 2008; Stenberg, et al. 2014 as cited in Mifsud, 2018). It is the nucleus of teacher development which is not a stable and strict. In fact, teaching is not only a cognitive or technical process; but multifaceted, personal, social often abstract, set of embedded procedure and practices that concern the whole person (Britzman, 2003; Cochran-Smith, 2005; Hamachek, 1999; Oakes & Lipton, 2003; Olsen, 2008 as cited in Olsen, 2008). Teacher identity is determined and articulated not only by level of academia and collection of experiences, but also background and society gives an image to the teacher. That is why; Aneja (2016) argues that "individual identities are dynamic and encompass individual agency and the local and community context as well as connection to global discourses and ways of making sense of the world" (p. 574). A great speaker is a great listener and a great teacher is a great learner. Based on this ideology, in craft model, teacher identity has been enhanced through the apprenticeship model of learning to teach (Wallace, 1991). Identity of any individual is dynamic and changeable construct which is based on the efforts of the person himself or herself. Moreover, identities of the teachers are connected with the local

and global social contexts. Teachers are responsible to construct their professional identities for their professional development.

It is not easy to construct their identities within a short span of time to identify themselves as professionally successful and sound teachers in the society. The social context is very paramount factor to construct their identity. The construction of teachers' identities is influenced by the context in which it is perceived and performed, being discontinuous, fragmented and subject to turbulence change in counting struggle to construct and sustain a stable identity (Day et al. 2006). Responses of teachers towards society and reflection of society to the teachers mark the identities that the teachers have in the society. The reflection of teacher, link between society and agency, and contextual factors play a vital role in shaping teachers' identities. Professional identities can be demonstrated in practice through professional skills and responsibilities (VanMaaren & Barley, 1984). There are great hurdles and challenges to get an understanding of teachers' identities. Teacher educators and professional experts can use teacher identity as a pedagogical tool for the teacher professional development. Bukor (2015) argues that teacher identity is an intricate and tangled web of influences and imprints rooted in personal and professional life experiences...it reflects not only the professional, educational and pedagogical aspects of being a teacher; but more importantly the imprints of the complex interconnectedness of one's cumulative life experiences as a human being (p.4).

In order to understand identity of teacher, psychological and social perspectives are essential. It depends upon how well there is the negotiation between individual teacher and institution as well as the member of institution. Wenger (1996, as cited in Tornberg, 2014), argued identity is lived; it is not a personality trait; it is based on experiences of the participants; it is negotiation, ongoing and pervasive and it is social and developed through membership in a community. In order to be successful in the classroom, a teacher must develop a sense of professional identity that incorporates his/her personal subjectivities with the professional/cultural expectations of what it means to be a teacher (Alsup, 2006). The teacher should take part in conference, workshop, webinar, and symposium to be updated in the pedagogical content knowledge, ELT embedded information and communication technology (ICT).

**History of women teachers and their professionalism in Nepal.** In Nepal government agencies, local, regional, national and international non-government organizations and international organizations have paid considerable efforts in increasing enrollment of girls in school and enshrining them as school teachers. They have made significant attempts to promote their participations in formal education system. Especially in the field of education, millennium development goals provide a vital outline of promoting gender equality and empowering women. Similarly, education for all (MOE, 2004-2009) also had aimed to achieve gender equality in education by 2015. School Sector Reform Program (SSRP, 2009) also gave remarkable space to equity and inclusion in education for gender equality. Similarly, education regulation of 1992 had provision of at least one woman teacher in each primary level. The third amendment of this regulation of 1992 stated the presence of women teachers in ratio basis i.e. at least one woman teacher in three men teachers, two women teachers in seven men teachers and at least three women teachers in a school having more than seven teachers (DOE, 2007). Latest inclusive policy in Nepal in general and teacher service commission regulation of fifth amendment 2010 in particular has executed the provision of at least 33% women teachers space in school education as a reservation.

The history of Nepal utters the bitter reality of insubstantial population of woman English teachers in basic, secondary and university levels due to the dominance of undemocratic political parties and monarchy system for 240 years in Nepal. After the promulgation of the new Constitution in 2015, the entry of woman English teachers has been increased substantially due to the inclusive policy of Nepal government in the field of secondary teacher service commission as well as university commission service in Nepal which was a green signal to have gender balance, equality and equity in the academic institutions. Nevertheless, there is not equal number of women English teachers as men ones in secondary level owing to the discrimination, suppression and exploitation of women during the Rana's Oligarchical regime for 104 years and monarchy regime for 240 years in Nepal.

In the present time, there is remarkable presence of women teachers in primary level; but number of women English teachers in secondary level is still low in comparison to men English teachers. In Nepal, researchers have shown the low level



of women teachers in secondary school. The report of Ministry of Education (DOE, 2015) showed 17 % women teacher in secondary level which was gradually increasing. Social context, multiple roles at home and school, limited time and freedom, nepotism, favoritism, monopoly paradigm, institutional support, women unfriendly teacher training and teaching learning environment etc. have created adverse conducive environment for women teachers' professional development and their professional identities. Women teachers in Nepal are facing multiple and global challenges in their venture of professional careers.

**Women teachers' professional identities.** Teachers' identity is a holistic concept. Teacher identity comprises of personal experience, professional experience and external political environment which work in a dynamic shifting manner (Mockler, 2011). Teacher professional experiences and careers can be achieved through the involvement in professional associations, unions, and networks in small and large scales. Teacher identity is shaped through interactions within professional communities (Beauchamp & Thomas, 2009). Teacher can be trained through different professional orientations and inductions of the network of professional organizations. They can learn how to treat and teach the learners through the academic discussion with the senior mentors and teacher educators in course of construction of professional identities. "Professional identity can be framed as being both dialogical and social constructivist in nature where the meaning in our lives, our sense of who we are is seen socially constructed in part by how we hold dialogue with the institutional world around us" (Bakhtin & Holquist 1981, as cited in Runcieman, 2018, p.4). Teachers' professional identities are associated with the institutions in which they work professionally. There are symbiotic relationships between teachers' identities and the institutions in which they work. Professional Identities happen in social practice in which individuals are actively involved in relationship and institutions (Holland et al., 1998). There are multiple identities of teachers from novice to expert. Basically, in our Nepalese context, teachers' identities are conceptualized from academic qualification, teaching level, teaching subject and entry in the profession and social perspectives. Nevertheless, academic and social dimension are the main entities for professional identities. Academically, teachers are known as pre-school teachers, basic level teachers, secondary level teachers, and high school teachers, lecturers, and professors who are either novice or experienced ones.

Teacher identity is a dynamic and multifaceted entity (Sachs, 2005; Rodger & Scott, 2008; Lasky, 2005) which is not stable; but ongoing changing one. Professional identity is established through the unending professional journey. It is changeable, unstable and ultimately indefinable entity. Teachers' professional identity is presented as a fluctuating process through which different teachers' identities exchange and positions possess their own voices and rationale within a dialogic relationship (Mifsud, 2018). It is not only the ongoing process of teacher educators which continually relies on their self-understandings to make meanings out of present experiences as teachers. Teachers' identities are to be resulted out of dynamic products of knowledge, goals, and self-understandings which are enacted in everyday practice (Olsen & Buchanan, 2017). In this regard, Britzman (1991) argues "in the teacher identity, I could be as a pedagogue, as a didactical professional, as a subject expert, as a member of school, as a member of a society and so on" (p.8). In order to establish teachers' professional identities, they should become all-rounders in their professions. They are to be acknowledged by society as qualified teachers, subject experts, pedagogues, ideologues, and members of the society.

Teachers are to be aware of their professional accountabilities and cognitive knowledge in their professions. In this regard, Izadinia (2013) conceptualizes professional identity as perceptions of the teachers' cognitive knowledge, senses of agency, self-awareness, voices, confidences and relationships with colleagues, learners and parents as shaped by their educational contexts, prior experiences and learning communities. Sachs (2005) argues that teacher identity provides a framework for teachers to construct their own ideas of how to be, how to act and how to understand their work and their places in the society. Teachers are responsible persons to create conducive opportunities for the exploration and developing teachers' identities. Professional identities result from the tight equilibrium between personal self-image and teachers' roles that one's feel obliged to play (Volkman & Anderson, 1998, as cited in Mifsud, 2018). Teachers' personalities in their professions are essential to establish their professional identities. In this regard, Mockler (2011, p. 522) argues that "the articulation of one's identity is a first step towards theorizing professional practice through the explicit linking of 'what I do' with why I am here". Professional identities of the teachers are associated with their morale contribution, professional values to the students and the institutions. They should be fully

accountable to uplift the academic standard of the students through their expertise and academic efforts. The teachers are professionally ready to facilitate the learners if they have developed their professional identities. There are various components of teacher identity, such as teacher knowledge, teacher beliefs, professional development, and teacher emotions, personality factors, knowledge of ICT, culture, content, context, communication, and collaboration (Mifsud, 2018).

**Women English teachers' professional development.** Teacher Professional Development (TPD) is the process of mounting professional superiority by learning, experiencing, practicing and preparing own self for new challenges and tasks in teachers' vocation. It is a long process of teachers in which they are fine-tune their teaching knowledge, skills, philosophy maxims, belief system, content, context and holistic body of knowledge and to meet learners' social needs. TPD is defined as a learning process through which teachers engage voluntarily to learn how best to adjust students in learning. Women English teachers' professional development is a long and continuous journey for the sake of enhancement of women teachers' capabilities, experiences and sound professionalism as a whole. Teaching professional journey is a never ending journey because it needs continuous updating and upgrading their profession. Teachers are lifelong learners. It demands the ongoing education for their development.

Richards and Farrell (2005, p.1) also assert that "teacher professional development is next step when once teachers' period of formal training is over". TPD is in itself an established and growing research field (Evans, 2002). Teacher professional development aims to develop all essential perspectives of effective teaching for teachers. It is a life long journey in which novice teachers march their journey and thereby becoming experienced educators. Teacher education program is one of the most important components for teacher professional development. According to Bullough, Knowles, and Crow (1992, as cited in Merseth, et al. 2008), teacher identity is a vital concern to teacher education. It is the foundation for meaning makings and decision makings which are the building blocks of the teacher professional development. Teacher identity is shaped by knowledge and skills which are attained through TPD.

Indeed, the term development cannot be done or imposed by other. It comes from inside rather than from outside. TPD is based on the ‘bottom-up approach’ rather than ‘top-to-bottom approach’. Hence, we can name professional development as a personal journey or a mission to become the best kind of exemplary English teacher among the community of teachers rather than something that can be done and prepared by others. Therefore, TPD is general and women English teacher professional development is in particular. There are several national and international organizations which organize TPD programs to develop teacher professional identities. In the context of Nepal, National Center for Educational Development (NCED) is an apex body for managing teachers’ professional development programs for professional identities. NCED is only one governmental organization in Nepal under the ministry of education which runs teacher training programs for teacher professional identities.

Teacher professional development is a multidimensional entity in its nature. Teachers have several professional development opportunities, such as workshops, seminars, conferences, peer observation, coaching, case study, teaching communities, professional networks, mentoring, reflecting supervision, technical assistance, collaboration, and reflective practices; but women English teachers have some limited opportunities of TPD for their professional identities. Every teachers should necessitate regular opportunities to bring up-to-date the professional knowledge and beliefs for their professional identities.

**Teacher knowledge.** Teacher knowledge is a body of collective knowledge for the purpose of particular tasks whether that means healing the sick or teaching the young learners (Fordham et al. 2012). Teacher knowledge is fundamentally prerequisite for high quality education. It is very important for their professional identities. In order to be professionally recognized teachers, they need to have seven types of knowledge viz. content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of the learners, and their characteristics, knowledge of educational context and knowledge of education ends and purposes and values (Shulman, 1987a, 1987b). Teacher professional development is based on the understanding the educational context and curriculum, pedagogical content knowledge and general pedagogical knowledge (Li,

2007). However, the concept and definition of teacher knowledge has to be revisited drastically. It goes beyond the pedagogical and content knowledge.

The 21<sup>st</sup> century has recorded a complex definition of teacher knowledge which is highly grounded on the advancement of information communication technology (ICT), globalization and localization. More importantly, knowledge of learning theories, learners, curriculum, methodologies and ICT are the prime dimensions of teacher knowledge. Teachers should have knowledge on educational contexts and curricula of secondary level which are to be related to educational policies, analysis of the national curriculum, principles of course design and principles of teaching and assessment.

**Pedagogical content knowledge (PCK).** In order to be a professionally qualified teacher, s/he should have the sound knowledge on content knowledge of his or her subject. To be familiar with the content knowledge is one of the components for teacher professional identities. Pedagogical content knowledge is one of the attributes for the effective teachers. It is core knowledge to be good teachers. Professional identity of teachers can be reflected through their delivery skills to the students. If the teachers have broad pedagogical skills in the class, they are professionally capable in their professions. Teacher identities have been linked with the methodological and procedural or executive knowledge, such as pedagogy and practical knowledge (Kitade, 2014).

PCK is essential for the teachers to facilitate their transformation to help students in learning process. PCK has become a convergence of teacher pedagogy and understanding of content (Abell & Lederman, 2007). According to Halim, Abdullah & Meerah, (2014), pedagogical content knowledge incorporates instructional strategies, instructional repertoire, knowledge of assessment, knowledge of students' understanding, knowledge of subject matter, effective pedagogical skills and knowledge of content and social competent for their professional identity. Moreover, PCK is the ways of representing and formulating the subject which makes it comprehensible to others. PCK is constructed fundamentally with knowledge of subject matter; pedagogical knowledge and contextual knowledge are inevitable for TPD. In order to enhance their professional identities, knowledge of pedagogy and content is essential. PCK incorporates how English is learnt and taught in the

classroom, knowledge of textbook analysis, knowledge of teaching design, and teaching techniques.

**Information and communication technology (ICT).** The 21<sup>st</sup> century is the age of ICT which is an essential tool to make the teaching and learning effective. It has left visible impact not only on TPD; but also on human life as a whole. Likewise, elsewhere, ICT has made visible impact on teacher education too. Technical advancement and innovation has changed the scenario of teaching and learning (Shrestha, 2019). It has facilitated improved self-learning and online mode of training. It has become a great platform for teachers to make robust their knowledge and skills for their professional identities. Darvin and Norton (2015, as cited in Barkhuizen, 2016) claim that the teachers who invested in digital literary practices developed new and valued literary skills for their professional identities.

With the help of ICT, teachers can search, select, explore, store and display the information. Present world demands the huge use of ICT in teacher education. Scope of ICT in education is mountaineering. ICT literacy has become a major domain of teachers' professionalism. Use of ICT is equally applicable for local applications and international research. In post-pandemic situation, ICT has been demanded and added more fuel for its widespread use in education and training. Teachers are developing their professional capital through digital resources. Technology is seen as a golden key in facilitating technology-enhanced, student-centered teaching environments (Hannafin & Land, 1997). ICT provides opportunities for access to resources and tools that facilitate the construction of teacher professional identities.

Nepal has a short and productive history of ICT in education. It has launched a number of policies initiatives in the domain of ICT over the past several years. Thus, ICT became the dominant part of teacher education in the postmodern age. Through ICT teachers can easily update and upgrade in a short time. It provides rich resources of authentic e-materials for the learners which help the women and men teachers for their professional identities. ICT has created the conducive learning environment for teachers' professional identities (Shrestha, 2019). Apart from this, online mode of seminars, trainings, workshops, conferences and online based teachers' professional networks are the current dominant strategies of teachers' professional identities. The

rapid development of ICT has been increasingly changing the ways of teaching and learning and teacher development. Teacher is the prime factor to integrate technology in the learning because s/he determines the situation and instruction inside classroom. Therefore, knowledge of ICT is the prime domain for teachers' professional identities.

**Teacher Beliefs.** Teacher belief system refers to the set of values, attitudes, ideologies, expectations, concepts and assumptions regarding learners, curricula and English language teaching as professions. It is a guide of teachers for their careers of professional development. "Teacher identity is based upon the core beliefs that one has about teaching and being a teacher that are constantly changing and evolving based upon personal and professional experiences" (Grier & Johnston, 2009, p. 59). It is an important personal philosophy and mental set or set of conceptual representation developed over period of time. It helps teachers to manipulate certain type of behaviors and practices. "Teachers' beliefs shape students' learning environment and influence students' motivation and achievement" (Joshi 2014, p.71). It is the core platform of teachers' standpoints, ideology and performance. Teachers' own experiences as language learners, experience of what works best. Teachers' experiences are the key sources, established practice, personality factors and principles which are to be derived from an approach or method and research based principles are the prime sources of teachers' beliefs system. Teachers' beliefs and values serve as the background for teachers' decision making and actions which constitute what has been termed the culture of teaching. Teachers' beliefs are significant concepts for knowing teachers' eloquences, thinking, reflecting, instructional practices, ideological base, classroom instruction and changes. Beliefs are far more influential than knowledge in determining how individuals organize and define problems which are stronger predictors of behavior. Whether a belief is held consciously or unconsciously, it is always accepted as true by the individual, and is inspired with emotional promise. Beliefs appear to be interconnected and multi-faceted. Beliefs strongly influence both perceptions and behaviors of the teachers. Teachers' beliefs are their personal teaching theories and instructional pedagogy which they rehearse and articulate in their teaching learning environment. It shapes teachers' personal and professional identities.

## **Teacher Professional Development Models**

There are several ways to develop teachers' professional skills. Wallace (2010) has suggested three popular models: Craft, Applied Science, and Reflective Models.

**The Craft Model.** This is the first model of TPD in which experienced teachers as a 'crafter' and Trainees learn by imitation from experts. It is closely associated with behavioristic approach of learning. This model treated trainee teachers as imitators rather than personalized learners. It gives less value to constructive philosophy of knowledge. It is more like feeding approach with pipe. In this model, trainees are expected to imitate and digest as it is. Therefore, this is the narrow model of TPD which is less multidimensional and constructive in nature. "Craft model is the oldest form of teacher professional education" (Joshi, 2012). That is why it is not far from limitations and criticisms.

**The Applied Science Model.** The Applied science model is the synthesis of craft model which is seen as constructive and innovative for TPD. In this model, there is the use of scientific knowledge to achieve clearly defined objectives. It brings theoretical and practical knowledge put together. This model emphasizes the empirical evidence in teaching and learning. The findings of scientific knowledge and experimentation are conveyed to trainees. According to this model, expert reads scientific and theoretical knowledge and applies it in practice. Then received experiences are shared in professional network or group and this sharing of experiences offers something to everyone and contributes in teachers' professional development. This model is really scientific old dominant because it ranges from self-study to sharing.

**The Reflective Model.** This is an action based model of TPD which focuses on the action, critical reflection and rehearse of new plan and action for betterment of professional identities of teachers. In this model, current activities and practices are evaluated meaningfully and future plan is constructed. It incorporates structured approach to learning from experiences (Joshi, 2012). Teachers have their own critical eyes on their practices. They ask themselves about what went wrong or why it went wrong (Joshi & Poudel, 2020). According to Wallace (2010), received and experienced knowledge plays a key role in reflecting and learning.



This knowledge shapes teachers' practice because teachers' initial practice is guided by it. Then, teachers reflect their actions and construct improved plan for future action. This cycle takes place time and again which eventually results professional competence of teachers.

**Flipped Model.** In this digital age of 21<sup>st</sup> century, TPD has got one more new elevation and paradigm which is online mode of training. Impact of digitalization and COVID-19 has answered considerable intensification in online professional development programs. At present, there is a novel wave of endeavor to define effective teaching and teachers' professional development in which, flipped model of schooling and teacher training has held due attention in Nepalese education. Flipped model is the recently introduced new version of TPD which has long history in education in developed countries. Flipped model is based on online mode of delivery (Shrestha, 2019). In this model, teachers are not necessary to be present physically in any training venue. It is practice based model in which trainee teachers and facilitators manage their virtual gathering through online meeting.

Flipped model of teacher professional development is an instrumental strategy and blending form of learning which aims to increase engagement and learning by engaging complete at their home and work on live problem solving during class time.

### **Strategies of Teacher Professional Development**

For the sake of teacher professional development, professional organizations have several learning format and strategies.

**Seminar.** Seminar is a popular way for professional development in which one or more experts present their ideas on a particular theme that is interesting to teachers. It includes interaction at the end of the presentation. Teachers are listeners as well as commenters. They gain ideas on various issues related to teaching profession. They develop understanding and generate ideas on a relevant topic. It is highly practiced learning format because participants are equipped with multiple skills including doing presentation, getting new ideas, collaborating, and building teachers' network.

**Workshop.** Workshop is one of the most common and useful strategies of professional development for teachers. It is an intensive short term activity that is designed to provide an opportunity to acquire specific knowledge and skills. A workshop is often the best way of exploring what a particular professional activity. In workshop, the expert is more experienced, knowledgeable and trusted than the entire participants.

**Conference.** Conference is one of the types of learning format in which there is a formal gathering of people for discussion and sharing experiences. This is the gathering of people for the purpose of discussion in a stipulated topic. Here, participants engage with pre-determined area of topic. Time, place and topic of discussion are previously determined. Some key note speakers are also invited to have their presentations.

Conferences have key roles in teachers' professional development. They help to robust multidimensional professional development of teachers. Paran (2016) argues that conferences are the central activity of teacher associations. In Nepal, NELTA as a professional organization organizes ELT conferences annually.

**Journal writing.** Journal writing is a systematic documentation of teaching activities and experiences about topic, day of teaching, materials used, methodology, evaluation process and effectiveness of teaching which enhance awareness and self-reflections. Richard and Ferrell (2010) argue that teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching. It is the story book of teachers' activities and reflection on it which is in the form of a notebook, book, or electronic mode. It serves as a source of discussion, reflection, or evaluation. It is the record of incidents, problems and insights that occurred during lessons. More importantly, it includes noting down the changes in prewritten plan after each lesson.

**Teacher support group.** A teacher support group is the group of teachers in which two or more teachers collaborate to achieve either their individual or shared goals. It is also called teacher groups, teacher networks, and learning circles. The support group involves a group of teachers meeting to discuss goals, concerns, problems, and experiences. Teacher support group plays a major role in providing opportunities for teachers to validate both teacher knowledge and teacher inquiry.

**Case and critical incident analysis.** Case study and critical incident analysis in teachers' professional development has a visible impact. It involves collecting information over time about a teaching situation and using that information to help better understanding the situation and to derive principles from it (Richard & Farrell, 2010). It is an intensive, holistic description and analysis of a single entity, phenomenon or social unit. It facilitates to trigger insights about some aspects of teaching and learning. Documenting and reflecting on incidents of this kind can serve as an important part of the process by which, teachers learn more about their teaching, their learners and themselves. An event becomes a critical incident depending on the way it is considered and the effects it has on one's understanding of teaching. At first glance, these incidents may appear insignificant rather than critical, but they may become critical when they are subject to review and analysis. Critical incidents can be both positive and negative classroom events. They can be identified through reflecting on a "teaching high" or a "teaching low".

**Action research.** Action research is the one of the key tools of teacher professional development. Action research is one of the teachers' learning strategies for teacher professional development (Shrestha, 2019). Action research assumes that teachers are the agent and source of educational reform and not objects of reform. Teachers face several problems in his classroom and have to think possible solution to overcome them. To do so, teachers both collaboratively or alone investigate action and raise awareness of new potential theory. Then they try new strategies in their consistent educational values and thus they develop the shared theory of teaching. This is what is called through action research. The aim of action research is not to prove something but to improving immediate problems. It is done for better performance. It is cyclical or spiral process in nature.

### **Factors Affecting Professional Identity**

Since teaching is a profession that creates all other profession, teachers are the most powerful and influential change agents in the society to change the society. The behaviors and attitudes of the learners can be modified by the teachers' identities. Teachers' identities comprise of teacher knowledge, teacher beliefs, pedagogical content knowledge, and ICT knowledge (Kroger 2000, as cited in Poudel, 2017). Teacher identity is constructed through the cultural makers and social positioning

(Wenger, 1998). Teacher identities particularly, woman English teachers can be affected by classroom management, teaching materials, attitudes towards teaching profession, positioning of woman in the society and cultural awareness, and professional ethics. Professional identity is understood in the light of broad cultural structures, such as race, class, gender, language, religious outlooks in the society.

In order to be better informed about teachers' practices, it is necessary to learn and incorporate both teachers and students' contexts in teaching (Barkhuizen, 2008). Socio-culturing language teacher identities can be constructed from social and personal perspective (Beauchamp & Thomas, 2009). Sociocultural paradigm emphasizes the contextual influences and social relations on teacher and acknowledging personal experiences. Identities can be influenced by personal stories, gender, culture, social relationship, working condition, age, schooling curriculum, policies. Teacher identities can be constructed by agency, social values, beliefs, traditions, educational backgrounds, and selves and others (Sanderson, 2019). "Teacher identity is not context free but is crucially related to social, cultural, and political context-interlocutors, institutional settings, and so on" (Varghese, Morgan, Johnston, & Johnson, 2005, p. 23). Teacher professional identity is determined by the socio-cultural context in the society. Teachers' beliefs, personal histories, discourses as well as professional and institutional settings are mediators of their professional identities (Varghese, 2018). Prior and present experiences of teachers play a vital role to construct their professional identities. Teachers' background knowledge, experiences and histories of teachers are essential to shape the professional identities of teachers. Generally, content knowledge, supportive networks, teacher beliefs, opportunity, society, reflective practices, age, gender, class, and educational policies affect teachers' professional development. The study of working environment, leadership behavior, transparency of the organization, relation with colleagues, students' achievement, perception of equity and participation in planning and decision making process are also the major factors of teacher identities. According to Poudel (2019), knowledge and beliefs of profession, training and/or academic specialization, professional strengths and experience, adherence to professional code of conduct, meaning of teaching, belongingness in a professional association, professional goals and humility, contexts, incentives, and expectations, attitudinal aspects, and practical aspects are the leading factors affecting to the professional identities of teachers.

**Social constructivism theory.** It is the antithesis of behaviorism and cognitivism. In this sociological theory, Vygotsky (1978) asserts that knowledge is constructed within social group. Zone of Proximal Development (ZPD) and social tools are the leading concepts in this theory. Most of the contemporary teaching methodologies including CLT, TBL, PBT, CP and post- method pedagogy have received theoretical base from social constructivism (Shrestha, 2019). Teachers' professional organizations also received their theoretical bases which assimilate the principal of learning and knowledge development such as supporting from knowledgeable person, learning by doing, collaborative learning, cultural and contextual influence in learning etc. According to constructivism, learning is a social activity. Community plays a vital role in the process of making meaning (Vygotsky, 1978). Social constructivists argue that knowledge is first constructed in social context subsequently, appropriately applied by the individuals in their context. Individuals make meaning through the interaction with each other and with the environment in which they live. Teaching and learning is a matter of sharing and negotiating socially constituted knowledge through the process of accommodation and assimilation. Individuals construct new knowledge from their experiences (Piaget, 1952). Learners interact with the environment and negotiate the meaning/ knowledge through cognitive processing power.

The main tenet of constructivism is that learners actively construct and reconstruct knowledge out of their experiences in the world. According to Vygotsky (1978), learners are most likely to engage intellectually when they are working on personally meaningful activities and projects. Constructivism emphasizes diversity; it recognizes that learners can make connections with knowledge in many different ways. Constructionist learning environments encourage multiple learning styles and representations of knowledge with multicultural perspectives. The implication of this theory to this study is that, it offers an opportunity for the woman teachers to share their experiences with experts, teacher educators, professional researchers and their senior trainers in conference, workshop, meeting, and symposium and elevate their sense of professionalism.

Vygotsky (1978) emphasizes the social environment as a facilitator of development and learning. He contends that humans have the capacity to alter the environment for their own purposes. Cultural-historical and individual factor are the

key to human development (Schunk, 2004). The social development theory of Vygotsky has got many implications in developing teaching and learning techniques and strategies for professional development. His/her knowledge is constructed through negotiation with environment and culture that he/she lives in.

### **Empirical Review of Literature**

In this section, I have shown the short glimpse of some scholars and their research work that have been carried out in the field of teachers' professionalism and identity construction in my research journey

Graham (2012) conducted a research entitled "A narrative Exploration of an EFL Teacher's Practicing Professional Identity in a Japanese Socio- cultural Context". The main objective of the study was to explore EFL practitioners' life story with focus in development of personal, professional and rational for teaching principles and practices within Japanese socio educational context. This is the single participant study focusing on subjective and interpretive insights and understanding in EFL teacher's professional identity. To elicit the participant's life story, she assimilated taped monologue receding technique to collect data. She used two hours' monologue of a Japanese female teacher as primary data for the study. Her first motivational step took place when she noticed visible impact of her teaching upon residents and even local peoples' demand to teach their children English. This study concluded that her self-critical and constant self-reflection in professional development, self-improvement and questioning and justifying her teaching principles and practices contributed her professional identity.

Gnawali (2013) conducted a research on "English Language Teacher Development through Professional Associations: The NELTA Way". This study aimed to reveal how teacher associations contribute to professional development of the EFL teachers and how organization members add capability of organization for further betterment. The study adopted an interpretive inquiry and ten NELTA members were selected as participants who were selected using the purposive non-random sampling technique. He collected data through narratives interviews and documents which were analyzed thematically. The findings of this study show that professional organizations used several strategies for the professional development of their members and assisting continuously; EFL teacher associations are learning

organizations and their learning strategies are great platform for teachers to robust their professional competence; activities of associations provide huge benefit as opportunities to learn collaboratively and organizations make their mechanisms strong for robust EFL teachers' professional identity.

Fatah (2016) carried out a study on “Negotiated Identity of Teacher of English as a Foreign Language: A Socio-cultural Perspective”, which examined the relation between teachers' experiences and their negotiated identity from a socio-cultural perspectives in the Arab world and typically in the Egyptian context. This study aimed to examine the dynamic relationship of the negotiated teacher identity in relation to context, students and teaching practices in an Egyptian context. The study used a qualitative approach to accomplish this study. A sample of six experienced novice teachers from public and private universities was selected to collect data. Interviews and classroom observations were used as tools to collect data for this study. The findings of study show that the context, institution and culture appeared to be one of the variables affecting the negotiation of the sociocultural aspects of teachers' professional identities both in their self-reported data and classroom practices; teachers' prior experiences of being an ELT practitioners affect in their professional live and all teachers once they became teachers, they were in a constant state of progress. The qualified trainers are the resources that teachers' identifies are essential apart from of their prior experiences. Nevertheless, this study also has shown no concern on female teacher' identity from socio cultural perspectives.

Chandran (2018) carried a study on “Teachers' Work and their Identities” which attempted to explore the interrelationship between two conceptions i.e. work and identity and its implication for teachers within the context of education restructuring. The research questions of this study were: what is the nature of teachers' work in the changing context of educational reform and how does it impact the shaping of their identity? What are the sources and forms of teacher identities and how do they shape and inform teachers' work? He used ethnographic case study research design to accomplish this study. In-depth interview, participant observation and documentary evidences were used as tools to collect data to address the research questions of this study. The findings of this study show that teachers' conceptions of themselves were being constantly constructed and reconstructed through situated practices as they strove for stability, and coherence which was achieved through a

process of negotiation by employing specific discursive devices, such as identity talk, narratives and articulation. Teacher identities are not just like a liquid but as interested fields. The moral, social institutional and intellectual identities were employed to analyze teachers' work and teachers' identities that cause negotiating the social divide, official curriculum, systems, policies and interrelation.

Djoudir (2019) conducted a research entitled “The Quest for Teacher Identity: A Qualitative Study of Professional Identity Construction of Novice English Teachers in Algeria”. This study aimed to explore the process of constructing a professional identity among EFL novice teachers in the Algerian context and to investigate the impact of the -practicum (workshop\seminar) on pre-service teachers' identity development as well as various struggles and challenges that novice teachers face during their journey of becoming professional teachers. He adopted qualitative study approach accomplish this study. A sample of 14 participants from various middle and secondary schools was selected through purposive non-random sampling procedure. The findings of this study show that novice teachers constructed their professional identities through negotiating the meaning of their previous experiences with the present and future experiences; their teaching experiences differed from one year to two years; community helped novice teachers to boost their confidence in themselves through affirmation, positive feedback and emotional support; and the impact of practicum research found its pivotal role in developing a sense of professional identity. This study argued that novice teachers negotiate the meaning of their experiences in a real teaching context. Positive feedback, support and interactions with mentors contributed to an understanding of their imagined identities and enhanced their confidence towards teaching. Moreover, participants acknowledged the role of their colleagues in sustaining their professional identity and boosting their confidence. Novice teachers' identities were undermined by their school authorities.

Sanderson (2019) carried out a narrative inquiry on “Narratives of Language Teacher Educators: Unveiling their Professional Identities, Agency, and Pedagogies” which aimed to explore the professional identities, agency, and pedagogies of language teacher educators in the Chilean context to examine the trajectories, experiences, and teaching philosophies of language teacher educators, their professional context, and their sense of agency. The study took place at a language teacher education program at the school of education and humanities in a public



university in northern Chile. He used narrative multi-case study research design to conduct this research. The target population of the study was EFL teacher educators of Chile. The sample population of the study was six language teacher educators from a public university in northern Chile. Four participants were female and two were male as the sample of this study to collect data. The researcher used interviews, classroom observations, and sharing artifacts as tools to collect data. He employed narrative analysis supported by thematic analysis and grounded theory strategies to analyze the data. The findings were participants made sense of their professional identities through their experiences inside and outside of their professional context; some experiences in the K-12 system that mediated the pedagogies and professional identities of the language teacher educators; the study showed the imperative role of agency in the development, (re)construction, and (re)negotiation of the participants' professional identities and pedagogies. This study concluded agency as a mediator of the participants' professional identities.

Poudel (2019) conducted a study entitled “Professional Identities of Nepalese English Teachers Constructed through Professional Associations” which aimed to explore a narrative investigation on the role of professional associations on teachers' professionalism and to find out the professional identities constructed by the Nepalese English language teachers through their act of negotiating to professional associations, to discuss the ways of constructing professional identities of English language teachers, to examine the shifts in the professional identities and, and to find out the factors affecting in the construction of professional identities of Nepalese English teachers. The study was exclusively based on qualitative approach and it was stranded in interpretative posture for processing the data to obtain the findings. The population of this study consisted of all the English teachers teaching at different affiliated campus of TU, Kathmandu and five English teachers were selected as the sample of this study through purposive non-random sampling procedure. The findings of this study were the pivotal role of professional associations and socio-cultural context; have teachers' engagement in the professional development activities critical incidences, enriching content and pedagogical knowledge, habit of continuous reading, their professional maxims and experience of teaching.

Furthermore, the most important ways of constructing teachers' professional identities were through belonging to teachers' association. They develop their sound

understanding of classroom practices and theoretical familiarity being involved in teacher associations. Involvement of teacher in professional network has a huge impact on the identity construction. This study concluded that their knowledge and beliefs on profession, training and academic specialization, motivation, professional experiences, context from, attitude and practical aspect played key roles.

Pandey (2020) also carried out a study entitled “Becoming an English Teacher: Voices from Nepal”. This study aimed to find out the individual’s reasons for choosing English teaching as profession and to explore the job satisfaction level, and the professional development activities. A sample of five English teachers working at different levels of education in Nepal as sample of the study. The narrative inquiry was rehearsed as a research design for this study. He used open-ended interview in relaxed atmosphere as a tool to collect data.

The study exposed that the participants motivated in English teaching because they were highly influenced by their teachers and social prestige of English in their community. Regarding whether or not they are satisfied with their job, this study found that teachers were satisfied with their job and position. Moreover, it was found that they participated in workshops, seminars, becoming members of professional community, attending ELT and applied linguistic conferences and robust their professional identity.

Khadka (2020) carried out a study entitled “Balancing Professional Life and Motherhood: Lived Experiences of Female English Language Teachers in Nepal” aimed to explore how female English language teachers are able to maintain their social and professional identity in Nepal and to explore their dual roles, multiple coping strategies and femininity issues. It was an interpretive inquiry which adopted phenomenological dimension of research. She purposively took three secondary level female English teachers as sample population and conducted in-depth interviews in three phases for collecting data. He captured lived experiences of mother teachers about their dual roles at home and school. Due to pandemic situation of COVID -19, she collected data using online mode of inquiry of ZOOM app. In this study, she analyzed the experiences of three secondary level female English language teachers.

Regarding balance between profession and motherhood, the study reveals that, balancing motherhood and professionalism as female teachers have a lot of challenges

such as multiple roles at once (professional and household) make mothers' duty inflexible, dependable, less productive and obscure to undertake their duties rightly at schools and at home. Both roles required sufficient seriousness and time contribution for a professional mother and thus shaping the professional position which require extra effort. Moreover, female English teachers use different coping techniques like self-motivation, spending quality time with family and friends, taking the support of technological devices to reduce work load, making proper routine, regular exercises and meditation. They strengthen teamwork, sense of community, confidence and more efficient work practices to change numerous hazards as opportunities.

In addition, male dominated ideologies have still been threading and restricting females in teaching professionalism and motherhood. Still the male dominant behaviors and practices are not eliminated in offices and at home. Female voices are unheard and less considered.

Rammer and Fiayd.(2020)carried an exploratory study on “The Contribution of Conferences to Teachers’ Professionalism” aimed to examine ELT teachers’ perceptions and experiences of conferences in order to determine the role in contributing to their sense of professionalism. A sample of seventeen teachers was selected through convenience non-random sampling procedure. Interview was used to collect data. He findings of this study were conferences as a valuable contributor to make to English teachers’ aptitude of professionalism; a rich source of continuing professional development provide a strong sense of community and help develop their professional identity. ELT teachers took conferences as an opportunity to interact and share a sense of professionalism. These were taken as convenient venue for self-promotion because all the participants said that they always came back from conferences with raring to teach. The data also showed that conferences were rare opportunities for teachers to express themselves.

### **Implication of the Review of Literature**

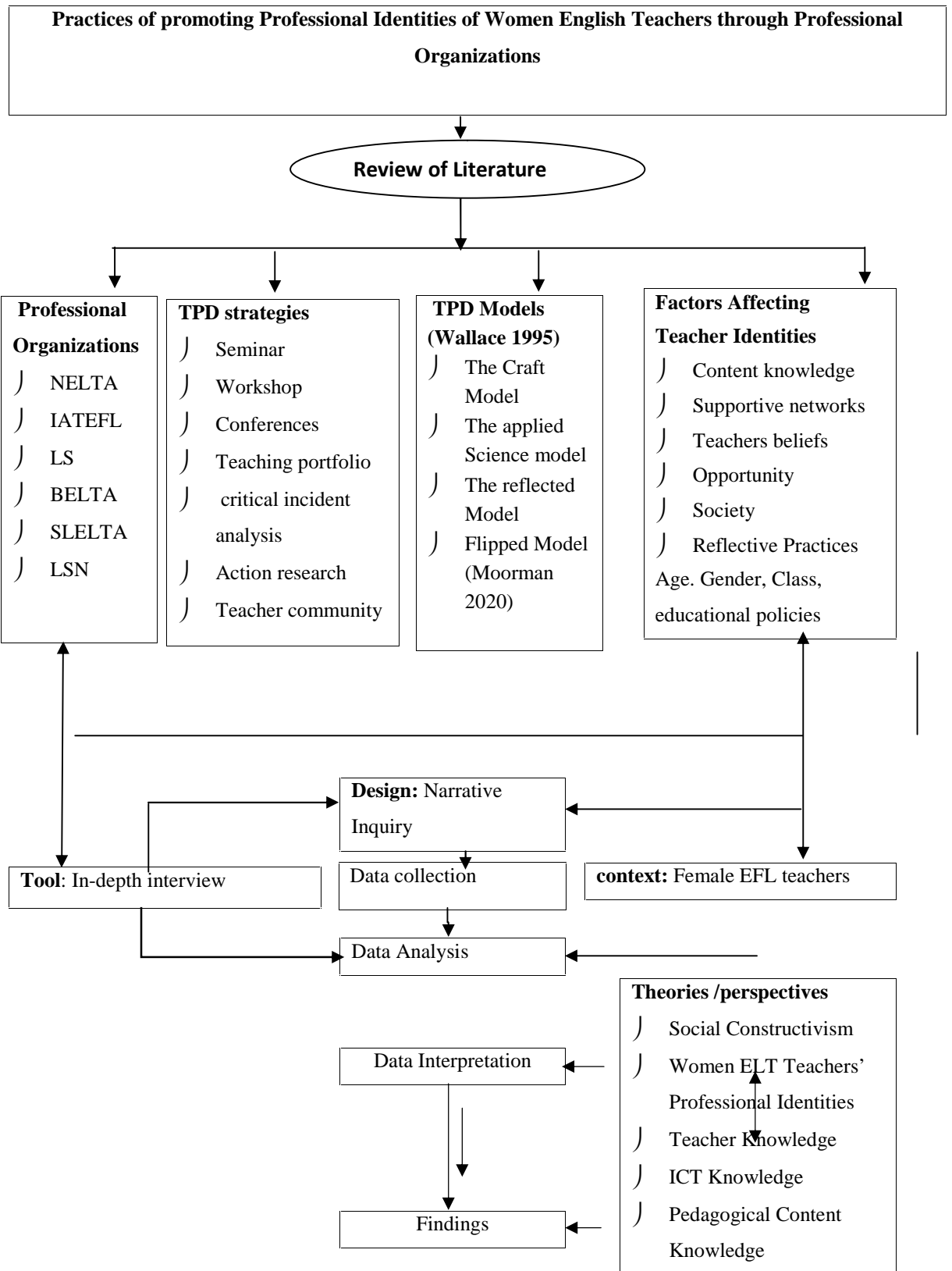
On the journey of my empirical review, I reviewed the study of Rammer and Fiayd. (2020) that helped me to internalize knowledge about the role of conferences as a pivotal tool for TPD. Likewise, Khadka (2020) helped me to make my knowledge wider on the restrictions, chaos and social reality of Nepalese female English teachers and the way they make balance their multiplicity of roles at school and home.

Similarly, I studied a study by Poudel (2019) who provided lots of insights on the way of critical analysis and reflection on finding. In the same vein, I reviewed the study of Pandey (2020) from whom I came to know the importance of teachers' participation in workshops, seminars, becoming members of professional community, attending ELT and applied linguistic conferences for strengthening their professional identities. The research work of Chandran (2018) facilitated me to make the research design and research paradigm. The review of Chandran helped me to make methodological shift from mixed to qualitative research design. Sanderson (2019) and Graham (2012) enriched me theoretically and empirically. I consulted Gnawali's (2013) study from which I gained lots of theoretical insights about teacher professional organizations of different nations along with their activities of TPD.

Along with rich theoretical and empirical support, these studies equally contributed in figuring out research problem for my study too. These reviewed empirical research helped me to find out the research gap between existing empirical literature and the existing research issue of this study. That is why present study designed to mitigate the gap between existing literature and this study which shed light on exploring the practices of promoting the professional identities of women English teachers through professional organizations.

### **Conceptual Framework**

The main purpose of the conceptual framework is to show road map of conducting this study and display relationship among the various concepts, theories and variables of this study. This conceptual framework of this study has been presented diagrammatically as mentioned in next page:



## **Chapter III**

### **Research Methodology**

This chapter incorporates the rationale of using narrative inquiry research design for this study. I have incorporated research design, sampling procedure, source of data, data collection tools, data collection procedure, and ethical consideration in this chapter.

#### **Research Design**

This study has adopted qualitative research method in general and narrative inquiry research design in particular to unearth women English teachers' trajectories that they have for their professional identities construction in teacher professionalism. This research paradigm has been followed to dig out genuine information and rehearses of women English teachers professional identities. In this research design, researchers describe the lives of individuals, collect and tell stories about peoples' lives and write narratives of individual experiences (Connely & Clandinin, 1990). Narrative inquiry research is the study of lives of individuals as told through the stories of their experiences, including a discussion of the meaning of those experiences for the individual (Pandey 2020). My rationale behind using narrative inquiry research design is that the flexible and in-depth approach of data collection and interpretation is far better to unearth the grounding reality of my research.

#### **Sample and Sampling Procedure**

All of the 27- secondary level permanent woman English teachers teaching at secondary level of Kathmandu were population of my study. Among them, nine women English teachers from 9 different secondary community schools were selected using purposive non-random sampling procedure from Kathmandu district.

#### **Sources of data**

Both primary and secondary sources of data were used for the collection of required information.

**Primary source of data.** Nine women English teachers working in secondary level in different schools in Kathmandu district were the primary source of data.

**Secondary source of data.** Previously conducted empirical research, theoretical research, journal of NELTA and various articles were taken as secondary sources of review of literature.

### **Research Method**

The qualitative research method was used as research approach in this study.

### **Data Collection Tools**

I employed in-depth-interview as a tool to collect required data to address the objectives as well as the research questions of this study. Qualitative data for this study were grasped through the in-depth interview and live stories of the participants were collected in relaxed manner.

### **Data collection Procedure**

I collected the list of all women English teachers of community schools from the district education office as well as education office of each municipality of Kathmandu district to find out the population of this study. First and foremost, rapport with the Head Master of each school is necessary to carry out the data collection task successfully. I visited each sampled secondary school in order to develop rapport with head master and women English teachers to carry out this study. The respective Head teachers sanctioned me permission to administer the in-depth interview to women English teachers. I collected the data both from face to face and through phone call in depth narrative interview to nine women English teachers.

### **Ethical Consideration**

There are some ethical considerations while taking any research. Since research is a risky task, the researcher has to follow all the necessary ethical guidelines while undertaking any research. Research is also the matter of confidentiality. It is one of the most important parts of any research. The relationship between the respondents and me should be very friendly and cooperative. The data that the respondents provided would be maintained confidentiality and anonymity. I respected the human rights of the woman English teachers in course of launching data collection. The individual right and autonomy of respondents were maintained in course of conducting data collection. Above and beyond authors' copyrights also have equally been respected.

## Chapter IV

### Results and Discussion

I have developed 10 global themes out of several basic subthemes and organized themes based on the data collected from 10 women English teachers regarding the promoting their professional identities through professional organization. The results have been mentioned as follows:

- Participation in ELT Conference for Professional Identity
- Conducting Action Research for Professional Identities
- Use of Resources for Improving Professional Identities
- Use of ICT Embedded ELT Skills for Professional Identities
- Challenges and Opportunities for Women ELT Teachers for Professional Identities
- Affecting Factors of Professional Identities
- Obstacles for Women ELT Teachers in Professional Identities
- Reflective Practices in Classroom for Professional identities
- Ways of promoting Professional Identities

#### **Analysis and Interpretation of the Results**

I have analyzed and interpreted the results based of the themes with help of verbatim of the respondents as follows:

**Participation in ELT conferences for professional identity.** There are various strategies of developing professional identities in teaching profession. A few of the women English teachers have participated in the national level conference of ELT to improve their professionalism. ELT conferences are the authentic platforms to promote their professional identities. In this regard, one of the respondents, T2 asserted that *“I have not presented any research paper in any conferences; but I have taken part in ELT conferences two times organized by POs”*. On the one hand, paper presentation helps them acquire content knowledge in the particular areas of ELT, on the other hand, they can develop their delivery skills and soft skills which are inevitable for being a professional teacher. In this juncture, T1 argued that



*Professional organizations and their programs function as dual platform. We can give and take there. I presented my paper there and it developed my performance and other participants learnt something from me and vice-versa. In my case, I have learnt more than I delivered. There are several delegates, presenters and keynote speakers from different nations. The national and international scholars presented papers in the workshops and panel discussion in which their findings and ideas are really fruitful to us so I apply what I learnt from them in my real practice.*

Participating in ELT conferences provides recent ELT exposures to the participants. Due to being busy in caring and raising children, most of the women English teacher cannot manage time to prepare ELT paper for the conference. In this regard, one of the respondents, T4 stated that *“I have not done any presentation in any conference of ELT. Nevertheless, it is one of the greatest platforms for teacher professional development (TPD) and development of other skills which are associated with my overall competencies”*.

In order to be familiar with the latest ELT innovation and research, the participation as delegates and presenters is essential for the learners as well. Teacher professional identity is shaped through interactions within professional communities (Beauchamp & Thomas, 2009). There should be the trends of sharing the experiences of conference by the presenters and delegates among ELT fraternity in school. Likewise, T6 claimed that *“Though I have not performed any paper, I have learnt a lot from others. There is no just because I haven't presented any paper. It doesn't mean that I have learnt nothing”*. Conference was a great platform for TPD for promoting professional identities for women ELT practitioners. Participating in conference helps them in solving classroom issues, managing teaching and learning materials and dealing with adverse ELT circumstances.

**Conducting action research for professional identities.** Women ELT teachers should have good knowledge regarding the research in order to collect research knowledge as well as theoretical knowledge in the current issues of ELT.

Action research is one of the teachers' learning strategies for teacher professional development (Shrestha, 2019). They should keep on conducting action research to solve the classroom problem by them since professional teachers are teachers as well as ELT researchers. In this regard, T9 asserted that "*I have conducted action research in secondary level to fulfill the internal assessment system, but it wasn't published in any journals. I have not tried to publish the report of the action research in the recognized journal*". However, women English teachers have done less action research due to being busy in caring and raising their children. In this regard, one of the respondents T1 agreed that

*My first research was thesis. My paper presentations also were research based, but afterward I have not done any particular research for the purpose of publishing article. Now, my son is two years old and I am far from home so I am unable to manage time for research at all.*

The main cause of not conducting action by women English teachers is owing to paucity of time and knowledge on research methodology. However, a few of them carried out action researches to fulfill the provision of the educational office of local government. In this juncture, the respondent, T3 argued that "*I conducted an action research and writing its report annually. But it has not been published yet in a peer reviewed journal. I have published articles in local newspaper related to school education and children's overall development*".

In fact, accomplishing any action research at school without any budget is a daunting and demotivating job. In the similar vein, T4 stated that

*I have not done any research formally. I myself conducted master thesis and at that time participants did not provide me any data. I faced lots of difficulties and still that phobia hurts me. Now I don't have any plan for further study ahead. So I have not conducted any research and follow further studies. After having family and children, reality of almost all women teachers possess the same problems.*

The concerned authority should make policies that teachers should conduct at least 5 action researches to be an eligible candidate for promoting. In this regard, Keily and Askham argue (2012, p. 502) "teacher identity involves an understanding of

doing a teacher rather than just being a teacher”. Subsequently, all English teachers would conduct action researches to fulfill the requirement to be promoted. As a result, women English teachers professional identities can be promoted.

**Use of resources for improving professional identities.** It is essential to browse ELT resources, such as ELT professional books, E- journals of NELTA, BELTA, and SELTA to develop the professional identity of women English teachers. According to Yuan and Lee (2014, p. 2), teacher professional identity is that it is a “continuous process of teachers negotiating and modifying their roles, self-knowledge, values and behaviors through engaging in varying discourses and practices”. ELT resources are the philosophical foundations for women English teachers without which they cannot be up-to-date with the ELT practices in the world. In this regard T9 argued

*I download desired articles through www.joster.org. and www.nepjol. Likewise I download required ELT books through www.libgin electronic library. These all resources provide me to collect required resources to write articles and to solve problems in the class.*

Specifically, latest ELT books, either e-books or hard copies are required to collect ideas in specific areas of ELT. More importantly, educational technology, self-reflective resources, and social media are to be required for women English teachers to collect knowledge to promote their professional identities. Similarly, T1 argued “Amm...research articles of Google scholars, ELT books, journals, you tube, and goggle meet, pair and share etc. are the resources that I follow”.

In order to promote professional identities, every type of resource is equally important to collect content and pedagogical knowledge regarding ELT materials that enrich their both knowledge and skills for women English teachers. Some of the resources are easily available whereas some of them are beyond their reach. In similar vein, T8 stated that “I download books from www.libgin electronic library. Likewise I consult ELT journals, articles, and research papers from www.joster, www.nepjol, www.libgin, www.google scholar, and science hub. Likewise, seminars, webinars, and workshops are some of the key resources that I have been following”. In fact, online ELT e-learning materials are the main low cost and easily available ELT resources for women English teachers for their professional identities since they are

accessible in their own living rooms and workplaces with linking of internet. In this context, T7 asserted

*I read goggle scholars' articles, ELT books, journals, YouTube, other teachers' experiences, established theories and methods, child psychology books and so on. I also adopt the ideas as my peers. I share and discuss them with peers and teachers with the help of professional networks. In present time, face book group has become a popular and effective tool of my professional developments within our teacher circle or intellectual group, we can have such things.*

E-books, e- journals and e-research papers are the main resources for the professional identities of women English teachers. Beside them, conference proceedings, seminars reports, outline of staff meeting, online based teachers groups, ELT research articles and live experiences of the students are the major resources that are necessary for promoting teachers' professional identities. In this regard, T5 mentioned that “*specially, I read ELT books and journals related to the teachers' professional development to develop my professional identities*”. In order to promote professional identities, reading culture should be developed by the women English teachers.

The newspaper articles on ELT are very useful and contextual to widen the insight on ELT by the women English teachers. The teacher guides on the particular subject is required to read intensively by the concerned ELT women English teachers. Furthermore, T4 stated that “*in school, we should have library for both students and teachers, we should have computers, personal laptop, online access, and projectors in each class*”. Most of community schools do not have proper libraries with appropriate teaching and learning materials. In this regard, T2 asserted

*There are several authentic as well as non-authentic resource materials available on the market and I am also following the same things. To be specific, I am keeping myself busy in reading ELT books in both hard and soft copy. Apart from this television, newspaper, discussion with friends, Google etc. are most used.*

Every ELT women English teachers should be familiar with the authentic resources for their conveniences in the ELT classroom.

**Use of ICT embedded ELT skills for professional identities.**

Brownell and Tanner (2012, p. 341) argue that “while a professional identity is by definition an internalized identity, it guides our external actions and decisions in our profession, including the decisions we make about how we teach”. Particularly, ICT embedded reflective practice model plays a vital role in the language class so every English teacher can be trained to use ICT in the language class for the betterment of women English teachers themselves. In this regard, T9 argued that “*ICT assists me to improve my ELT in the class and make my class more interactive and more ICT friendly in ELT class*”. In this digital era, ICT embedded ELT has become the parts of professional identity for women English teachers. The women English teachers are still unfriendly with ICT embedded pedagogy to collect content knowledge. Technology is seen as a golden key in facilitating technology-enhanced, student-centered teaching environments (Hannafin & Land, 1997). There should be the marriage between ICT embedded ELT and content knowledge to improve professional identity for women English teachers. In this juncture, T8 argued that

*ICT has become an integral part of teaching and learning. ICT skills are a must for professional development and professional identity for women English teachers. Due to the limited time, energy, and money we could not have time to visit every place physically; but if we have ICT skills and laptop with internet, we can explore the resources through the internet. Moreover, we can virtually attend different national and international webinars, seminars, workshops, and mega conferences which enrich our knowledge.*

ELT would be more effective if women ELT teachers used ICT as an integral part of ELT to develop their professional identity. Technical advancement and innovation has changed the scenario of teaching and learning (Shrestha, 2019). To become professionally sound English teachers, they must have rigorous and continuous practice to implement ICT embedded pedagogy in English class. ELT

should be modified using ICT as per the demand of the time. In this regard, T7 asserted that

*We have fully digitalized network which has made the learners and teachers resourceful. It has provided quality learning materials and also has developed learner autonomy. It makes learning creative, meaningful and durable. It has provided an opportunity to read e-books and digital texts and articles in school through the help of ICT embedded ELT materials. Teachers are also equally benefitted from the digitalized ELT materials. We don't have enough skills of ICT so we have been struggling hard in accessing updated ELT materials and latest and innovative ideas for professional identities.*

From this verbatim, it can be drawn that most of women English teachers are not ICT friendly and skillful to use in ELT classroom comfortably so concerned local government agents should be very accountable to make women English teachers efficient to use ICT in language classroom. Moreover, T6 claimed that *"if we don't have knowledge of ICT, we have nothing because everything is there in internet and we can access it from our home and expand our area of knowledge. It is a pivotal for effective classroom teaching and our professional development"*.

The ICT embedded content knowledge and skills are required to develop professional identities for woman English teachers to compete with men counterparts in the workplace. ICT embedded ELT helps them to make innovative teaching and effective learning. It also helps in improving educational management and active learning for women English teachers for their professional identities. In this juncture, T4 said that *"we are attending online training program through zoom app. I have soft copy of TG, curriculum, introducing Nepal through maps charts audio-visual materials and sites to access. I have Google drive which I can use whenever I want"*. An appropriate use of ICT is essential for TPD and professional identity of women ELT teachers. In fact, teachers' competence and success in teaching is displayed and reflected through the students' success and results. In this regard, T2 argued that *"the ICT embedded ELT supports the ELT teachers in getting updated ideas and collect effective, catchy and motivating teaching learning materials"*.

From the aforementioned responses of the informants that during the Pre-Covid, While Covid 19 and Post-Covid 19, most of women ELT teachers have been facing problems in delivering online classes and online assessment due to the lack of ICT embedded ELT knowledge.

**Challenges and opportunities for women ELT teachers for professional identities.**

There are both challenges and opportunities for women English teachers to make their careers as a sound professional teacher in schools. However, there are more challenges than opportunities for them. Khadka (2020, p. 102) claims “it mainly focuses on the opportunities and challenges, multiple coping up strategies and the particular responsibilities determined due to gender on formal and informal sectors of their work”. They have to insist for getting opportunities as men counterparts in school in local, provincial, and federal government levels. They are being discriminated even for training opportunities by school administration. They have to fight for opportunities every time with school administration. In this juncture, one of the respondents, T1 argued that

*I don't see opportunities for women teachers in school. There is the only opportunity i.e. reservation system provided by government. Apart from this, I don't think any opportunities in school. We must struggle and raise voices for opportunities in school. None provides us chances and opportunities here because of being women English teachers. Even in our school, in training, only male teachers are selected and sent and we know later.*

It can be drawn from this verbatim that only male teachers are seemed to be selected for training organized by local, provincial and federal governments. Instead of taking training as golden opportunities for professional identities, it has been used as a means to get transportation allowance (TA) and day allowance DA as well as doing politics for men English teachers. In the similar vein, T7 admitted that “*men dominated school administration has made such training as a means of earning and having entertainment. The men English teachers who have good ICT knowledge have been selected for ICT training time and again by school administration*”. There is a dominance of patriarchy in the secondary level education which is incompatible with

the changing context in Nepal. In this juncture, one of the participants, T6 asserted that

*In my experience what I have realized is that men regard household as a minor task or no task; but this task consumes our all the time. I obviously have educated family and have not faced any direct oppression; but for e.g. my husband has never washed dishes and children's dresses. I also cannot tell him to do so. When we both are back from our duties at home, he rests on the sofa with tired face or sits near TV; however, I proceed for dinner.*

Due to the traditional social culture of superiority of men in the society, women English teachers have been exploited, suppressed and oppressed in the society due to which, they cannot improve their professional identities in the secondary level in Nepal. In this regard, T5 strongly argued that

*As being a woman English teacher, it is very challenging to teach in the school because of various reasons. As we know that our society is still under the male supremacy so people of our society don't accept female as an English teacher easily. They think that women couldn't teach effectively; they couldn't handle the classes and maintain good discipline to the students.*

The predetermined gender biasness should be avoided to develop positive perspectives towards women English teachers in the society. In support of this concept, one of the respondents, T3 said that “*as a woman English teacher, I have not been provided opportunities such as getting scholarship in taking part in conference in national level training and conferences organized by secondary level curriculum development center*’.

There is not intelligently and intellectually differences between men and women English teachers; however, only opportunity, eagerness and environment play the prime roles to make them more intelligent and intellectual. However, T8 asserted strong encouragement that “*people regard women English teachers weaker and*



*inferior to men English teachers so we need to prove ourselves by developing professional identity. We are capable and able to do the assigned ELT task”.*

There are a lot of opportunities for building career of women English teachers; however, they have to face several challenges to develop their professional identities. In this regard, Khadka (2020) argues that female English teachers should face various challenges which are related to high quality standardization in professionalism and personal accountabilities at home. There should be changes of social practices and attitudes toward women English teachers.

**Affecting factors of professional identities.** Several factors affect in constructing professional identity for women English teachers. Gender discrimination, ideology of people, culture, politics, family support, workload, and time management are the key factors to reduce the efficiencies of women English teachers to promote their professional identities. Teacher identities can be constructed by agency, social values, beliefs, tradition, educational background, and self and others (Sanderson, 2019). The social, educational, and political factors prevent the women English teachers from being competently professional teachers as their male counterparts. There is a lack of bridging between theory and practice in the context in Nepal. In this regard, one of the respondents T2 argued that *“bitter reality in our country is that Nepalese women have been empowered in paper but not in real practice”*. In the constitution, there is equal right for women as men; however, in practice there is gender discrimination and biasness particularly, in the illiterate society in the rural areas of Nepal. The respondent, T5 also admitted that *“Yes, I think doing all these things hinder women English teachers to engage in professional activities. Women English teachers have to do all the household activities so they don’t have time to participate in the workshops, conferences, seminars and webinars”*.

The school administration, school management committee (SMC), society, social ideology, family environment, social culture, and our patriarchal society are the prime factors to create obstacles for women English teachers in promoting their professional identities. While talking about time, women English teachers with marital status and having children also hinder for promoting professional identities since women English teachers are not as free as men English teachers to read ELT

materials and to go to training at local and national level conferences, workshop and seminars. In this juncture T7 argued that

*A professional women English teachers have to be engaged as busy mothers until her children are grown up to five or six years old. We have to be suffered with the lack of time at home. I have three years old daughter and I allocate my most of time for her, my husband and family. However, until and unless there is changing attitudes towards women English teachers, we cannot promote professional identities.*

It can be inferred that there are various deep rooted social, political, norms and values, and ideological factors which prevent the women English teachers from uplifting as a qualified, and competent professional English teaches as their male counterparts in their schools. In this regard, T9 stated that

*Teachers are not made by born; they have to do rigorous continuous practice. Additionally, they need to attend professional activities such as workshops, seminars, conferences etc. I think bearing and rearing children and being busy in household may hinder to involve actively participation in such activities.*

There are several factors that affect in constructing professional identity of women English teachers, such as political ideology, social status, professional performance, social culture, gender discriminative attitudes towards women English teachers. We, women teachers do not have enough free time to collect ELT materials e-library due to the lack of ICT skills and hard copies of latest ELT teaching and learning materials the market due to the paucity of time.

More important open secret is that we are unable to manage the time to read those ELT materials owing to the double responsibilities at home and in workplace. There are still discriminative attitudes towards women English teachers by the patriarchal society which is one of the factors which prevent them from promoting professional identities. The numbers of male English teachers are more than women English teachers in secondary level so less numbers of women English teachers is another primary factor for affecting their professional identities. "Teacher identity is not context free but is crucially related to social, cultural, and political context-

interlocutors, institutional settings, and so on" (Varghese, Morgan, Johnston, & Johnson, 2005, p. 23). As a result, voices of marginalized women English teachers are not addressed while selecting for training, seminar, conferences and even promotion.

**Obstacles for women ELT teachers in professional identities.** Women English teachers have been facing a lot of obstacles in their professional careers. In this context, Khadka (2020, p. 101) states "professional women are caught between a wide range of duties and responsibilities, such as caring for their children, engaging in household chores and fulfilling professional obligations in formal and informal settings". They have double responsibilities as a loving mother, and devoted wife at home and professionally dedicated English teachers in school. In this regard, one of the respondents T1 admitted that

*Usually I make my son sleep while taking online classes. During my college time, I have attended almost all the conferences organized by NELTA when I am single. However, there were very negligible female participants with their small kids. After having family our wings and dreams automatically get shortened.*

The women English teachers should bear the double accountability at home and in school which is one of the serious obstacles to promote their professional identities. Most of the women teachers are entangled with the household affairs which demotivate them from their core professional identity. It is very challenging to promote as a professional women English teacher in the backward society in Nepal. In the similar vein, another participant, T5 asserted that "Yes, I think doing all these things hinder women English teachers to engage in professional activities. Women English teachers have to do all the household activities so they don't have time to participate in the workshops, conferences, seminars and webinars". Due to the social structure of Nepal, women should be more responsible for nurturing and caring children and senior aged elders and rearing the children at home. In this juncture, one of the respondents, T6 said that

*My little daughter didn't let me take my online classes during lockdown. In such a situation how can I manage time for my teacher professional development? She doesn't stay with others except me and even for household; I have to wait for her sleep.*

The male members think household tasks as minor ones which consume time and energy of the women at home. In this regard, the respondent, T7 admitted that

*We are disturbed not only in taking part in TPD programs; but even in my online classes. After doing household, we too feel like tired and unwell to read professional ELT materials so I always say to my girls students that they should take part in several programs and learn the things as much as possible while they are single, I mean bachelor because after marriage life makes women teachers very busy. During my college time, I was completely free and I used to do what I wanted. I attended almost all the conferences organized by NELTA and other ELT programmers held in Kathmandu valley. But now I can only remember that lovely moment.*

In fact, the women English teachers are partially disturbed from the core household affairs, caring and rearing their children. Most of them were hindered from attending seminar, conference, workshop and preparing their daily lesson as well due to the household affairs and being women. Khadka (2020) asserts that exiting gender discrimination and gender roles of women English teachers hinder in developing their professional identities.

The women are the main responsible persons and backbone of the family in the social structure of Nepal. In this regard, T7 argued that “*we need to look after the children and whole family. We are expected to rear and care children from the society. We have very limited time; but a lot to do in that limited time. So, household work is also a barrier*”. There should be radical changes of the attitudes towards the women English teachers in the society in order to bring changes in the field of education in the society.

**Reflective practices in classroom for professional identities.** Women English teachers should adopt reflective practice model in the class to develop professional identities. The latest current flipped model of reflective practices should be followed by the women English teachers to develop teaching skills in the class. The craft model should be replaced by reflective one. In this regard, T8 argued that “*Of course I often follow it. I learn from others and from myself as well. I improve and adopt new ideas, techniques reflecting my previous practices*”. Reflective practice

in the language classroom is a must in order to develop the professional identities of women English teachers. Likewise, one of the respondents T7 asserted that “*there is a great role of professional organizations for professional development and professional identities. Reflective practices make us experienced and intelligent professional teacher. Basically I teach my students using my own locally available low and no cost teaching materials*”.

Professional identity develops from individual self-concepts based on beliefs, values, motives attributes and experiences (Ibarra, 1999; Slay & Smith, 2011, as cited in Tornsen & Murakami, 2017). The use of reflective practices in the language classroom help to make the class more interactive and lively since the lived experiences of language teachers motivate the learners towards the learning. In this juncture, T5 stated that

*I follow this model if the students don't understand the contents that really help me to develop my professional identities. What I want to say is that reflective practice is used everywhere and every sector in teaching. We should motivate students through reflective practices and then teach because we have the hypothesis that they will be active in learning if they are motivated and that is reflective practice. In our TPD, we experience many strategies and changed if not worked well and that is also an example of reflective practices.*

TPD is impossible without adopting reflective practice in the language classroom. Following reflective model helps both ELT teachers and students to develop their content knowledge and soft skills. ELT teacher should apply in the language class the previously learnt theoretical knowledge.

**Ways of promoting professional identities.** Women English teachers can have different ways of promoting their professional identities. Particularly, they can improve their professional careers by participating conferences, seminars, workshops, locally, provincially, nationally, and internationally. In this issue, one of the participants T1 argued that

*I have a plan of being a model teacher for my own professional identity. I want to establish professional identity through participating*

*in the local, provincial, and federal levels workshops, seminars, and conferences in which I can collect various reflections from ELT experts, scholars and ELT practitioners across the world. I can keep myself up-to-dated regarding the new ICT-embedded ELT pedagogy and new trends in ELT in the world through professional organizations.*

Professional commitment is essential to be a professionally sound teacher in the field of teaching profession. Self-commitment and motivation towards promoting professional identity are the main philosophy. Professional identity affects the sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness (Day, et al, 2006).

In this regard, one of the respondents T2 stated that *"I have developed professional identities by participating in online and offline conferences workshops, seminars, organized by local, provincial, and federal levels government agencies and non-governmental organizations like NELTA"*. The women ELT teachers can learn different professional strategies, such as classroom management, seating management, using ICT solving students' problem, making and using teaching learning materials through the participation of professional organization. In the similar vein, another respondent, T3 stated *"I am continuously searching opportunities for my professional development. I have been promoting my professional identities by taking part in public schools' training centers and district level, different types of workshops, seminars and conference"*. TPD related programs i.e. workshops, seminars, conferences are the main sources of collecting professional insights. One of the respondents T5 admitted that

*I personally argue that the role of ELT organizations' conferences and programs which are really infinite for me. For me, these are the places where I can both offer and collect the skills and knowledge. The best advantage that I have been taking from it is the strategy. I have learnt strategies of classroom management and home based professional development.*

Women ELT teachers can share the problems, solutions, experiences and teaching materials with the authentic ELT practitioners in the scholarly discussion in panel

discussions and keynote speech. In this regard, T6 argued that “*There are national and international scholars with variety of experiences and dialects which provide us a unique experience of the variety of English and global issues on ELT plus TPD*”.

The women ELT teachers need to sharpen their skills and knowledge according to the context in the school. In fact, the ways of developing professional identities are through publishing articles, journal writing every day, conducting action research, sharing the report of action research through local, provincial and nation peer reviewed journal, attending seminars and workshops, and presenting papers in the ELT conferences.

## **Chapter V**

### **Conclusions and Implications**

This chapter of the research incorporates conclusions and recommendations which are based on the results and discussions of the data. Moreover, recommendation comprises of policy related, practice related and further research related.

#### **Conclusions**

I have drawn the conclusions out of the results and discussions of the study. The answers of the first question, “what are existing practices in promoting professional identities by women English teachers through the professional organizations?” are: participation in ELT conference for professional identity, conducting action research for professional identities, use of resources for improving professional identities, use of ICT embedded ELT skills for professional identities, and reflective practices in classroom for professional identities. ELT conferences are the authentic platforms to promote their professional identities. E-books, e- journals and e-research papers are the main resources for the professional identities of women English teachers. Beside them, conference proceedings, seminars reports, outline of staff meeting, online based teachers groups, ELT research articles and live experiences of the students are the major resources that are necessary for promoting teachers’ professional identities. There are different ways of promoting professional identities, such as participating in conferences, seminars, workshops locally, provincially, nationally, and internationally.

In similar vein, the answers of the second question, "what are challenges and opportunities that they face in course of constructing their professional identities through the professional organizations?" are: the dominance of patriarchy in the secondary level education, the traditional social culture of superiority of men in the society, entangled with the household affairs and rearing and caring the children and elders. The answers of the third research question, "what are those factors that affect in constructing their professional identities?" are gender discrimination, ideology of people, culture, politics, family support, workload, and time management which are



the key factors to reduce the efficiencies of women English teachers to promote their professional identities.

It is concluded that professional organizations play a vital role to promote the professional identities of women English teachers. There are more challenges than opportunities for them to develop their professional identities. In order to develop their professional identities, the participation in conferences, workshops, and webinars is essential for women English teachers to promote their professional identities.

### **Implications**

Recommendations have been made based on the results and discussions of this study. Recommendation comprises policy related, practice related and further research related which are discussed as follows:

**Policy related.** For the improvement of women English teachers professional identities, ELT organizations, government and other related agencies should make strong policies. This study recommends the following actions to be adopted at policy related level:

- ) Stakeholders should initiate the researches in real field and make research driven policy.
- ) Policy maker should be real classroom practitioner.
- ) There should be policies to encourage women English teachers to provide trainings through professional organizations.
- ) There should be policy of ICT skills to all men and women English teachers at secondary level.
- ) Education planners, syllabus designers, course designers, experts should design such a TPD course which could be based on the theory of particularity, possibility and practicality to promote the professional identities of women English teachers.
- ) There should be adequate policies of the arrangement of the training through professional organizations to promote the professional identities of women

**Practice related.** The following recommended can be made in practice related level on the basis of results and discussions of this study:

- ) Teacher trainers should be made mandatory through the formal and informal professional organizations for both women and men English teachers.
- ) The women right should be implemented based on the constitution of Nepal 2015 rigorously.
- ) ICT embedded ELT training should be provided to women English teachers mandatorily.
- ) Action research should be conducted by women English teachers to develop their professional identities.
- ) All of the women English teachers should the proactive member of the professional organization.

**Further research related.** Keeping the delimitations of the study in consideration, some more topics, areas and issues for further research have been suggested as follows:

- ) Study can be conducted to explore obstacles for women English teachers to promote their professional identities.
- ) Study can be conducted to find out the perspectives of women English teachers towards their professional identities and professional development.
- ) Study can be carried out on challenges and opportunities of women English teachers in developing their professional identities.

In nutshell, this research work is a small and intensive study which is only based on a single issue of practices of promoting professional identities of women English teachers through professional organizations.

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## Appendices

### Teacher-‘1’ (T1)

**Interviewer:** *Hello... very good afternoon, madam, how are you?*

**Interviewee:** Good afternoon, I am fine. What about you?

**Interviewer:** *I am also fine madam. Today I want your help. First, let us me explain my purpose of taking this interview. We are taking in this interview for data for M.Ed thesis. I am conducting g my research on how secondary level women English teachers promote their professional identities through professional organization which influence in their teacher professional development (TPD).That’s why I expect some information from you and I also assure you that I will not reveal your identity and I will maintain privacy and confidentiality as well.*

**Interviewee:** Ok, ok how can I help you? Let’s start talking. Oh, I am very eager to share my ideas with you?

**Interviewer:** *Ok, thank you madam for your approval. Firstly, could you please give me your short introduction?*

**Interviewee:** My name is .....Originally I am from Chitwan. I have completed my masters’ degree in English education and recently I am pursuing second degree in sociology. I am a permanent secondary level English teacher in Shree Taudaha National Secondary School, Taudaha, Kirtipur-6 Kathmandu.

**Interviewer:** *How long have you been teaching?*

**Interviewee:** I have been here in teaching profession for more than 12 years. In this school I have been working since 2075 BS.

**Interviewer:** *Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** When I was in primary level, I was unaware of any profession. However, I dreamed of being an English teacher in school level. At that time I was unknown about how to be an English teacher. However, I just thought to be a teacher.

**Interviewer:** *How do you want to establish yourself professional identity in school and society? What is your dream?*

**Interviewee:** Every person has a plan and dream of being a successful person in his or her profession and I also do have. I have a plan of being a model teacher for my own professional identity. I want to establish professional identity through participating in the local, provincial, and federal level workshop, seminar, and conferences in which I can collect various reflections from ELT experts, scholars and ELT practitioners across the world. I can keep myself updated regarding the new ICT-embedded ELT pedagogy, new trends in ELT in the world through professional organizations.

**Interviewer:** *What are the ingredients/components/constructs of professional identities in the society?*

**Interviewee:** Firstly I am in support of self commitment for doing things and then there should be supporting environment for promoting professional identity for every woman English teacher. First of all, a woman English teacher must have self-commitment and motivation towards promoting professional identity. For example, there is no any hire and fire system in government schools as in institutional schools so a few of the teachers seem to be killing their time without promoting their identity by being inactive and dull since they are not interested to develop their professional identity by taking part in conferences, workshop and seminar in the local, provincial and federal level workshop, seminars, and conferences; but I don't want to share the obstacles and hardships; however, we do not have conducive environment is for ladies English teachers. We have several issues for example, after marriage; we have the family problems too. Though there were several virtual webinars, seminars, ELT conferences and during pandemic situation of COVID-19 I was unable to attend any of them because I have a child, I should be a responsible mother and caring and loving wife at home. I am feeling myself missing the golden opportunities for promoting my professional identities. Not attending in TPD programmes like conference workshop and seminar do not mean that I have no motivation. I believe inner motivation to promote the professional identity. Personal intrinsic motivation is very powerful. I can share a proverb to justify the inward motivation in this regard, where is will, there is way.

**Interviewer:** *How do you develop your professional identities in your teaching profession?*

**Interviewee:** I have trying to develop professional identity through seminars, conferences, workshops etc. organized by professional organizations and government agencies such as public teacher association, local government INGOS and NGOS. The most important the things are the implementation of learnt ELT skills and knowledge in the classroom which help to promote the professional identity of each woman English teacher. Only taking part in training is not enough; but its implementation is the most important. You have visited our school and shown yourself that we do not have necessary resources. Even for a library in school, I have requested in the staff meetings so many times to provide ELT teaching and learning materials; but our demand is never heard.

**Interviewer:** *Have you ever presented paper in the ELT conferences? If so describe.*

**Interviewee:** I regularly took part in *ELT organizations* when I was pursuing my masters' degree at TU. Our teachers in TU e.g. Ashok sir, Laxmi sir etc. encouraged us to take part in the local, provincial and central levels NELTA workshop and seminars so I presented my first paper when I was in first semester and I presented my second paper when I was working in Nepal Armed Police Force (APF) School. Since I had a son, I have not presented paper in such conferences.

After having determination of being a professional teacher for professional identity, I started this journey and in doing so, I have been continuously taking parts I mean attending in conferences and seminars organized by *ELT organizations*. I presented my paper presentation in NELTA conferences. After that, I have not missed any conferences, seminars, and workshops. I participated my last training of the TPD training provided by government in Dhulikhel, Kavre.

**Interviewer:** *Have you conducted researches like action research and get published it in the local, national and international journal for your professional identities?*

**Interviewee:** My first research was thesis and my paper presentations also were research based but afterward I have not done any particular research for the purpose of publishing article. Now my son is two years old and I am far from home so I am unable to manage time for research at all.

**Interviewer:** *How do professional organizations and networks help you to promote your professional identity? For example, you said, you have been participating in*

*conferences and other trainings. From seminar, conferences, workshops etc. how do you apply the skills and learnt knowledge from there into your real teaching career? How do you develop yourself through professional networks?*

**Interviewee:** Professional organizations and their program function as dual platform. We can give and take there. I presented my paper there and it developed my performance and other participants learnt something from me and vice versa. In my case, I have learnt more than I gave. There are several delegates, presenters and keynote speakers from different nations. The national and international scholars presented papers in the workshops, panel discussion etc. and their findings and ideas are really fruitful to us. So I apply the things I learnt from there in my real practice.

*Interviewer: Do you follow reflective practices model in the class to develop your professional identities in the class?*

**Interviewee:** Obviously yes in course of reflective practice we teachers become experienced and more knowledgeable. Following reflective model equally helps both we teachers and students learning. basically I follow two types of reflective practice for example, one is, we reflect on applying our previously learnt theoretical knowledge and second one is what we use new ideas and reflect whether it worked or not.

*Interviewer: What type of professional resources (books, journal, paper etc.) do you use to develop your professional identities?*

**Interviewee:** Amm...research articles of Google scholars, ELT books, journals, YouTube, and Goggle meet, pair and share etc are the resources that I follow.

*Interviewer: What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** I follow the strategies like reading books, newspapers, watching YouTube videos, consulting other online resources and adopting reflective practices; but nowadays I have to spend my almost all time with my son and so I cannot do these all. I am pursuing double degree in sociology and exam is very near. Therefore recently I am busy in this regard.

**Interviewer:** *Do you think that ICT embedded skills and pedagogical content knowledge are required to familiar to develop professional identities for woman English teachers?*

**Interviewee:** see now days ICT is everywhere, in school in home everywhere. In this pandemic situation, we are running online classes and this is the great example of use of ICT. Several teachers are facing problems in delivering online classes because they have not ICT knowledge. It has become the component of TPD so I am in favor of ICT in TPD.

**Interviewer:** *What is your reflection as a woman English teacher? Regarding Opportunities and challenges?*

**Interviewee:** I don't see opportunities for women teacher in school. There is the only opportunity i.e. reservation system provided by government. Apart from this I don't think any opportunities in school. We must struggle and raise voice for opportunities in school. None provides us chance and opportunities here because of being woman English teacher.. Even in our school, in training, only male teachers are selected and sent and we know later. In this discrimination only male English teachers and SMC are not to be prosecuted because this is the culture, practice and ideology which they got from society.

**Interviewer:** *What factors affect in constructing your professional identities? Do you think that gender discrimination, Social culture, political ideology hinders you to go to local, national and international conferences?*

**Interviewee:** School administration, SMC, Society, family environment, chance, their marital status etc. directly affect gender discrimination, social culture and ideology affect to promote the professional identities for women English teachers.

**Interviewer:** *Do you think that being busy in house hold works disturbs women English teacher to promote their professional identities?*

**Interviewee:** Yes sir. Definitely it does. As a mom we must take care of the child. As I have said, though my husband is in Chitwan, a small baby does live with mother. I am not saying that my family is unsupportive because I am here because of their support; however; I have to stay here alone with my small baby. Not only in taking part in TPD program but even in my online classes, he disturbs. Usually I made him

sleep at that time and have online classes. During my college time, I have attended almost all the conferences organized by NELTA and have not seen the female participants with their small kids. After having family our wings and dreams automatically get shortened. Nevertheless, I can regulate my reading, research and participating in program my child grown up.

***Interviewer:** Do you think that bearing and rearing children hinders women teachers to involve actively in professional activities like participating in conferences, workshop at home and abroad, writing articles etc.?*

**Interviewee:** in my family all the members are educated and even my husband is a teacher and worked in Chitwan but this small kid cannot be sent to his father. Though my parents do not do any discrimination, rearing and caring children affects our professionalism.

***Interviewer:** Do you think that women teachers cannot do well in the field of teaching as men English teachers due to less powerful in the society?*

**Interviewee:** I don't think there is intellectual difference between men and women teachers because opportunity, eagerness and environment play the prime roles. I myself am a woman English teachers and I have experienced that I have motivated and engaged the students very well in classroom teaching; but it doesn't mean male teachers are less. No matter whether we are men or women if we work by inner heart we can do well. I think in coming days there will be more female teachers in schools than that of male ones.

***Interviewer:** Thank you so much madam for your information and help.*

**Interviewee:** Most welcome.

## Teacher-‘2’ (T2)

**Interviewer:** *Good morning madam.*

**Interviewee:** Good morning

**Interviewer:** *I am..... a thesis student. I phoned you yesterday for a small help.*

**Interviewee:** yes sir, I remembered but even today I am unable to go school because of my online classes. I will answer your question through the same call. Is it ok?

**Interviewer:** *Sure madam, so I would like to request you for information if you have time.*

**Interviewee:** Sure, please proceed ahead, I am ready to give you the information you need.

**Interviewer:** *How long have you been teaching?*

**Interviewee:** I have been teaching in this school since 2075 BS as a secondary level English teacher and I also have been looking plus two and bachelors level classes of major English .before I started my career in this school , I taught in my own boarding school for a long time.

**Interviewer:** *Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** No, I have chosen this profession as the future career. I was highly influenced by the English teacher in my school days especially during my SLC. And on my academic journey I entered in teaching profession early and grasped a lot of experiences. I was weak in English grammar and joined in coaching class where our English teacher used to explain the grammar rules with multiple and sufficient examples which is inductive method. At that time I also dreamed to be the same teacher. I still remember that his knowledge and the ways of teaching, behaving and ways of dealing with our problem were very nice so I decided to be an English teacher in future and as a result I am here in this profession. My experiences and keen interest helped me to be success in TSC exam as well.

**Interviewer:** *How do you want to establish yourself as an English teacher and professional identity in school and society?*



**Interviewee:** I want to establish myself as a role model for students and also my colleagues. I want to enhance and introduce me as successful English teacher. Teaching is not only the profession of giving but also learning and using learnt knowledge in sharing with the learners. I also want to establish the culture of practicing English in school environment.

**Interviewer:** *What are the ingredients/components/constructs of professional identities in the society?*

**Interviewee:** People's understanding, support, mentoring, professional environment, socialization, thinking, social image, perception of profession, and work environments are the major constructs in promoting professional identities. I have developed professional identities by participating in online and offline conferences workshops, seminars, organized by local, provincial, and federal levels government agencies and non-governmental organizations like NELTA.

**Interviewer:** *What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** In every sector self commitment is the main thing which I also have on my personal and professional development. And next thing I never enter into the classroom without preparation. I always keep myself update through Information Communication Technology (ICT) and reading news. I have been participating in teachers training provided by government and non-government organizations.

**Interviewer:** *Regarding professional strategies, you said that you use technology too. If so how do you see the role of Technology in your TPD? How much of vital do you think is the role of ICT?*

**Interviewee:** Appropriate Uses of ICT is very urgent for Teacher Professional Development. Definitely I am in favor of ICT in teachers' professional development and successful teaching and learning activities. As an English teacher, our competence and success is displayed in students' success because we cultivate our viewpoints, knowledge and role model behaviors for our students. In doing so, ICT supports us in getting updated ideas and prepare effective, catchy and motivating teaching learning materials. Now see in this present situation. I am developing my skill and knowledge sitting home which has been made possible by ICT. During this

lockdown I have attended several online conferences and seminars and they have sent me the certificate of attendance. We are facilitating to our students sitting in our own room. I have basic computer skill and facing no problem in holding online classes but some of my colleagues and even the teachers of other schools are asking me to help them time to time. If we do not have knowledge of ICT, we miss such huge opportunity of teachers' professional identities .

**Interviewer:** *Have you ever presented paper in the ELT conferences? If so describe.*

**Interviewee:** I have not presented any research paper in any conferences; but I have been publishing the articles annually in our school's magazine and I have been writing articles here. You can come to school and read there. I have also taken part in ELT conferences two times organized by NELTA.

**Interviewer:** *Have you conducted researches like action research and get published it in the local, national and international journal for your professional identities?*

**Interviewee:** No. Formally I have not done any action research for publishing purpose.

**Interviewer:** *Ok madam, you..... said you took part in conferences. Now could you please tell me how do professional organizations and networks helped you to promote your professional identity? For example, you said, you have been participating in conferences and other trainings. From seminar, conferences, workshops etc. how do you apply the skills learnt from there into your real teaching in the class? How do you develop yourself through professional networks?*

**Interviewee:** We learn new things and ideas like classroom management, seating management, using ICT solving students' problem, making and using teaching learning materials, updating new knowledge etc. through the participation of professional organization like NELTA. Subsequently, I do according to the training and if there is improvement in students learning and classes are smooth and effective, I mean I am skillful competent professional teacher. Students improve their learning, I improve my teaching and society also updates the way of looking towards me as women English teacher. We can put our problem to the experts there but I never could do this. Sometime my issues also are raised by other participants and I too got the

solution in the conferences, workshop, and seminars organized by professional networks like NELTA.

***Interviewer:** Do you follow reflective practices model in the class to develop your professional identities in the class?*

**Interviewee:** Yes, I think TPD is somehow impossible without adopting it. Reflection on my own action and reflection on students' action makes me more competent and strategic English teacher. I have participated actively in many trainings provided by government of Nepal and other ELT conferences and after coming back, I have to disseminate the ideas learnt in the training to all my colleagues.. And even in classroom among my students, I apply the new ways and see its result.

***Interviewer:** What type of professional resources (books, journal, paper etc.) to develop your professional identities?*

**Interviewee:** there are several authentic as well as non-authentic resource materials available on the market and I am also following the same things. To be specific, I am keeping myself busy in reading ELT books in both hard and soft copy. Apart from this television, newspaper, discussion with friends, Google etc are most used.

***Interviewer:** What is your reflection as a woman English teacher? Regarding opportunities and challenges?*

**Interviewee:** In my career of teaching I have faced more challenges than opportunity. In our professional career we women teachers have to face much barriers. Such obstacles are from home side, from society, from school administration and even from male colleague due being woman. There is discrimination for women English teachers in the schools, home, even in the society and workplace. For example even in our school the number of male teacher is more than the women. Earlier, there was a women teacher in the post of principal and even in that time there were female teachers as an in-charge in pre and primary levels. In present situation, even in our group of secondary level teachers we women teachers are getting less opportunities in trainings. When there are opportunities, administration does not ask us whether we want to take part or not. It makes us sad. I am teaching in bachelor level as well as working as the head of department even I don't see the opportunities for me and other

women English teachers; but at my home I have got full support and opportunity. My husband is my classmate as well and he has fully supported me.

**Interviewer:** *What factors affect in constructing your professional identities? Do you think that gender discrimination, Social culture, political ideology hinders you to go to local, national and international conferences?*

**Interviewee:** I am always starving for time. I have to work at home and school even in preparing question papers and class notes which take around for three hours. Sometimes we can't do the things on time and have to pay extra effort in it. For example once I was said to conduct language classes for primary teachers and our principal madam scheduled my time after over school time and I had to run the class up to six pm which caused the time crisis.

**Interviewer:** *Do you think that bearing and rearing children hinders women teachers to involve actively in professional activities like participating in conferences, workshop at home and abroad, writing articles etc.?*

**Interviewee:** Obviously it does. Rearing children at home and managing other house chore takes in our most of the time. When I sit on reading room, on computer and there are the things to be done at home, parents feel like I am not working at home properly. I have an old mother in-law. I have to spend most of my time for her as well. In such a situation I also become frustrated and think that I will read and write some other day; but this other day rarely comes because house work is our regular non-paying job where we do not have holydays.

**Interviewer:** *Do you think that women teachers cannot do well in the field of teaching as men English teachers due to less powerful in the society?*

**Interviewee:** No, I think that women English teachers can do as better as the men teachers if opportunities were provided. Women teacher also can compete and they are competing with the men English teacher as well. However, bitter reality in our country is that Nepalese women have been empowered in paper but not in real practice. On the constitution we see women right but behind the stage there are unseen barriers.

### Teacher-'3' (T3)

**Interviewer:** *Could you give me your short introduction?*

**Interviewee:** My name is ..... I have been living in Naikap, Kathmandu. I am an English teacher by profession.

**Interviewer:** *Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** Once when I was pursuing my studies as a student of English in Humanities and social sciences, I came to realize that I need to find my career somewhere in job market probably as a teacher. My first job was as a teacher in a private school. For the few beginning years, teaching was my profession which was a quest to become an independent lady. Later on, teaching became my passion, expertise and a stable source of income as well.

**Interviewer:** *How do you develop your professional identities in your teaching profession? (E.g. self study, taking part in conferences.....)*

**Interviewee:** I taught in institutional schools for more than twelve years. When Teachers' Service Commission opened a vacancy announcement for thousands of teachers nationwide around eight years ago, I competed and got selected as an English teacher. This was how; I became a permanent English of teacher of government of Nepal. After entering as a permanent English teacher in teaching service, I got different trainings from government sector as well as private organizations. I participated in different workshop, conferences, seminar, webinar organized by local, provincial and national level government sectors and private organizations.

**Interviewer:** *Have you ever presented a paper in the ELT conferences? If so describe.*

**Interviewee:** Not yet, however, I have taken part in conference every year held by NELTA and other professional agencies.

**Interviewer:** *Have you taken part only in NELTA conferences or involved on other associations too? What benefits did you get from there? How does it support to you in your new and updated identity formation?*

**Interviewee:** we can see the benefits of ELT programs from multiple angles. On the one hand we see and observe several scholars, ELT practitioners and ELT researchers

and listen their ideas. On the other hand, we learn about several new areas of topics and also about skills of paper presentation. Firstly I learnt how to learn to teach and later on I developed myself as teacher trainer.

***Interviewer:** Have you conducted researches like action research and get published it in the local, national and international journal for your professional identities?*

**Interviewee:** I conducted an action research and writing its report annually. But not yet published in a peer reviewed journal. I have published articles in local newspaper related to school education and children's overall development.

***Interviewer:** What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** I am continuously searching opportunities for my professional development. For that reason, I try my best to grab opportunities related to teacher's professional development. I am also invited by public schools' training centers for providing different kinds of trainings. I have been promoting my professional identities by taking part in public schools' training centers and district level ELT's different types of workshop, seminars and conference.

***Interviewer:** You are a professional teacher as well as a trainer. In training hall, there may be lots of teachers. As an English teacher trainer, how do you ensure that your trainees develop their professionalism? How do you tell them to utilize what you provided?*

**Interviewee:** I share newly launched policy, planning, strategies and materials for the development of their skills. I also address their issues occurring inside and outside classroom and ask them to apply them which help them to improve their general skills, overall organization, and improve time management, technology knowledge, and learn different ways to motivate students inside and outside classroom.

***Interviewer:** What is your reflection as a woman English teacher? Regarding the opportunities and challenges?*

**Interviewee:** As a woman English teacher, I experience similar feelings as my male colleagues do. But to teach comparatively difficult subject in a public school, I have to face different challenges as well to manage household chores and professional

competence at the same time. I need to do very hard labor to make all my students achieve good grades and also look after my kids at home and teach in school. It makes me busy whole the day. Furthermore, I need to continue my studies continuously in my life not to be below average teacher. I do not study the ELT books regularly, I think I will not become professionally intelligent to construct my professional identity. As a woman English teacher, I have not been provided opportunities such as getting scholarship in taking part in conference in national level training and conferences organized by secondary level curriculum development center.

***Interviewer:** What factors do you think affect in constructing your professional identities? Do you think that gender discrimination, Social culture, political ideology etc. hinder you to go to local, national and international conferences?*

**Interviewee:** There are so many factors that affect women English teachers in their professional journey of career construction in both positive and negative way. Moreover, political ideologies, cultural practice, gender discrimination, social structure, affect women English teachers in constructing their professional identities. Specifically As a secondary English teacher, I have experienced any kind of gender discrimination from home side. Concerning on political ideology, government of Nepal has provided clear and transparent reservation quotas for women English teachers in every sector which is only showcase and theoretical. In reality, there is lots of gender discrimination to women English teacher in practice in teaching profession. .It is in the sense that there is not effective execution of inclusive policy of government in teaching. Rather than at home, there is discrimination in school. In some of the cases there are training opportunities for teachers and school administration selects only men English teachers. We came to know after training is finished.

***Interviewer:** Do you think that being busy in household works disturbs women English teacher to promote their professional identities?*

**Interviewee:** Yes, it does a lot. Unless family members are supportive, it is very challenging to balance work and job as a female English teacher in Nepal.

***Interviewer:** Do you think that bearing and rearing children hinders women teachers to involve actively in professional activities like participating in conferences, workshop at home and abroad, writing articles etc.?*

**Interviewee:** Truly speaking, it does a lot. Unless a woman is extremely hard working and her husband and in-laws is very supportive, it is almost impossible to achieve success in teaching career.

#### **Participant '4' (T4)**

**Interviewer:** How long have you been in teaching profession?

**Interviewee:** I have spent many years in private schools and in government school, it is my seventh year.

**Interviewer:** Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?

**Interviewee:** Yes, that one. During my schooldays, I was not aware of my future career. I just had my understanding that after completing of my study and qualification, I can get job opportunities. Then, I wanted to learn English and started teaching job as well. Later on, I also got opportunities and suggestions to go in public service sector and I tried too; but I did not enjoy the civil service. I found myself stuck in teaching profession.

**Interviewer:** *I am also an English teacher and we know that teachers' professional development is not an outcome of a single attempt an activity. We need to keep ourselves updated and upgraded. We need to increase our knowledge. For this, different teachers have their own strategies e.g. reading books, participating on trainings, having research and so on and how do you develop your professional identities in your teaching profession? What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** When I used to work in institutional schools, I was very active and energetic. I did not miss any opportunity that was associated with English language and teaching; but I did not get any formal training from any sector. Now I do not have any energy, time and eagerness as like my earlier days of teaching profession. Though I am a secondary level English teacher, I have been teaching social subject in grade 9 and 10. In our school, there is not the social teacher and I have had a long experience of teaching this subject in institutional school, so in this sector, we must keep ourselves updated and for this, I usually consult online sources to read books and also



ask to the friends when we need. Before coming here in this school, I took 16 days training from British council. I have been getting refreshment training provided by government time to time. Nowadays, I have been also participating in several programs on zoom meetings. Mainly I develop my knowledge through self-study.

***Interviewer:** Then you are a social teacher. What is your area of specialization? English or.....*

**Interviewee:** No, no I am an English teacher by profession and my area of specialization is also the same subject. I have been teaching both social and English subjects in grades 9 and 10. I have completed my master degree from TU majoring in English education (M.Ed.). Since I have taught both subjects in institutional school as well, head sir asked me to handle both subjects. I have been enjoying teaching both subjects at present time.

***Interviewer:** Have you ever presented paper in the ELT conferences? If so describe.*

**Interviewee:** No. I have not done any presentation in any conferences of ELT. Nevertheless, it is one of the greatest platforms for teacher professional development (TPD) and development of other skills which are associated with my overall competencies. Though I have not performed any paper, I have learnt a lot by reading articles, books and theses.

***Interviewer:** Have you conducted researches like action research and get published it in the local, national and international journals for your professional identities?*

**Interviewee:** I have not done any research formally. I had done my thesis myself and at that time participants did not provide any data. I faced lots of difficulties and still that phobia hurts me. Now I don't have any plan for further study ahead. So I have not conducted any research and follow further studies. After having family and children, reality of almost all women teachers possess the same problems, especially women teachers. Now I can teach the content of book and research is not the compulsory in teaching.

***Interviewer:** Do you follow reflective practices model in the class to develop your Professional identities?*

**Interviewee:** I think the sense of reflective practice is learning by doing and learning through doing. Regarding teaching to my students, I have long experiences and I am familiar about that works the best in teaching and learning. I mean, I have been involving my students differently in different topics, contents and contexts because I am an experienced teacher. When I was a novice one, I did do this too. In these days too, this model is applied when we need.

**Interviewer:** *In your view, what types of professional resources (books, journal, paper etc.) are necessary and should be necessary to develop your professional identities?*

**Interviewee:** I use the common resources for e.g. books, newspapers, research articles online based materials etc. The next thing, you said about what should and on this topic I told you the present reality of my school. Even a teacher's guide is not available here in school. Administrative body and monitoring is not effective. There has been said to conduct online classes but neither provides equipment nor provides training. Our classes are overcrowded. There are 785 plus students in our school and we don't have proper seating management. In pedagogy, we read one thing and in reality we cope with different things which are very incompatible in TPD. In school, we should have library for both students and teachers, we should have computers, personal laptop, online access, and projectors in each class. There should be frequent refreshment training and that training should be practical and effective.

**Interviewer:** *Do you think that ICT embedded skills and pedagogical content knowledge are required to be familiar to develop professional identities of women English teachers? How is the role of ICT in your teaching career and teacher professional development?*

**Interviewee:** ICT is essential in this area. It is really useful and contextual. I am in favor of role of ICT. I think, if we have ICT and skills to use, we have every things. We can travel around the world seating inside our own room. We can search, read see and interact with the materials and person which is very important to us. We are attending online training program through zoom app. I have soft copy of TG, curriculum, introducing Nepal through maps charts audio-visual materials and sites to access. I have Google drive which I can use whenever I want.

**Interviewer:** *In your view, what are some of the best advantages that you took for your teacher identity construction from professional associations in which you are involved? E.g. from trainings you attended.*

**Interviewee:** Sir that one, I get new and updated information, new skills, way of dealing with different circumstances, solving our burning issues , sharing problems , solutions , experiences and materials etc. If we attend trainings for learning purpose, we learn a lot of things.

**Interviewer:** *What is your reflection as a woman English teacher? Regarding opportunities and challenges?*

**Interviewee:** I have seen only challenges as a women English teacher. For example, you see my present context. I have been learning computer skills; but I haven't enough time. Men teachers also learning; but they can go to computer institute any time from morning to evening institute. It is the practical subject. We need enough practice; but I do not have time. If I had driving skill, I could save a little bit time and I could spend it on TPD; but I do not have this skill.

I must be busy in household work. Morning is my cooking time, evening is also my cooking time and during day time I have to be busy in online classes, washing, cleaning etc. I should finish my all daily works in time. At home I can't sit on the computer or read books.

**Interviewer:** *What factors affect in constructing your professional identities? Do you think that gender discrimination, social culture, and political ideology hinder you to go to local, national and international conferences?*

**Interviewee:** Definitely, they obstacle me to attend the conferences at home and abroad. There are some barriers from society, culture and school administration too. I have not faced any blockade from my family side because my husband is also an educated one and he lets me go to join the program. My son is also grown up but I can't leave the home for a long time. I can't ask my son lift me frequently. It is not possible to come late at home like my male counterparts.

**Interviewer:** Do you think that bearing and rearing children and being busy in household hinders women teachers to involve actively in professional activities like

participating in conferences, workshop at home and abroad, writing articles etc.? If so how?

**Interviewee:** Yes, in my experience they obviously hinder. When we have kids and household work, we are busy on it. So bearing and rearing children and being busy in household hinder women teachers' TPD. We can neither go to training hall nor have presentations with kids. We can do this; but it is not easy. Moreover women teachers who have small kids should face more problems.

**Interviewer:** *Thank you so much madam for your valuable time and information.*

**Interviewee:** You are welcome.

### Teacher '5' (T5)

*Interviewer: How long have you been in teaching profession?*

**Interviewee:** I have spent many years in this profession. First I worked in private I mean institutional schools, I taught in government school as a temporary teacher I mean in contract basis. I have been teaching as a permanent teacher.

*Interviewer: Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** I preferred teaching profession because it is my area of interest. As being a student of Education, I enjoyed teaching to the students. It also carries a sense of public service and personal dedication. Yes, it is my choice to be an English teacher.

*Interviewer: How do you develop your professional identities in your teaching profession? What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** I develop my professional identities in teaching profession by engaging in different types TPD related programs i.e. workshops, seminar, conferences and so on. I adopt making an action plan, engaging in different seminars and conferences, writing reflective journals, conducting teacher support group to develop my professional identities.

*Interviewer: Have you ever presented paper in the ELT conferences? If so describe.*

**Interviewee:** yes, I presented a paper in the ELT conferences. I made a presentation on the topic "Role of smart phone in learning English" with the objectives of exploring prone and cones of smart phone technology. I did all in my college days.

*Interviewer: Have you conducted researches like action research and get published it in the local, national and international journal for your professional identities?*

**Interviewee:** Yes, I have conducted an action research on students' low participation in the English class; but it has not been published in the journals.

*Interviewer: Do you follow reflective practices model in the class to develop your professional identities in the class?*

**Interviewee:** Yes, I follow this model if the students don't understand the contents that really help me to develop my professional identities. You said about professional identity and in this matter, what I want to say is reflective practice is used everywhere and every sector in teaching. We should motivate students through reflective practices and then teach because we have the hypothesis that they will be active in learning if they are motivated and that is reflective practice. In our TPD, we experience many strategies and changed if not worked well and that is also an example of reflective practices.

*Interviewer: What type of professional resources (books, journal, paper etc.) to develop your professional identities?*

**Interviewee:** Specially, I read ELT books and journals related to the teachers' professional development to develop my professional identities.

*Interviewer: Do you think that ICT embedded skills and pedagogical content knowledge are required to familiar to develop professional identities of woman English teachers? How is the role of ICT in your teaching career and professional development?*

**Interviewee:** Sure, ICT embedded with pedagogical content knowledge and skills are required to develop professional identities for woman English teachers. ICT helps teachers in both pre-service and in-Service teachers training. ICT platforms are very helpful for teachers to interact with students. It helps them in preparation their teaching, and provide feedback. It also helps in effective use of ICT software and hardware for teaching – learning process. It helps in improving teaching skill which helps in innovative teaching. It helps in effectiveness of classroom. It also helps in improving professional development and educational management as well as enhances active learning for women English teachers for their professional identities.

*Interviewer: In your view what are some of the best advantages that you took for your teacher identity construction from professional associations in which you are involved?*

**Interviewee:** It helped me to solve the teaching related problems in the classroom, to conduct an action research, to be familiar with new methods of teaching, to use ICT

agencies effectively etc. It also boosted my performance level and I had also made friends international scholars through the professional organizations.

***Interviewer:** What is your reflection as a woman English teacher? Regarding the opportunities and challenges?*

**Interviewee:** As being a woman English teacher, it is very challenging to teach in the school because of various reasons. As we know that our society is still under the male supremacy so people of our society don't accept female as an English teacher easily. They think that women couldn't teach effectively, they couldn't handle the class and maintain good discipline to the students. Similarly, women have to go to school completing all household activities so they don't have time to prepare for the class. These things make very challenging to women to be English teacher. Therefore, sufficient opportunities should be provided to women English teachers as male counterparts in schools.

***Interviewer:** What factors do you think affect in constructing your professional identities? Do you think that gender discrimination, Social culture, and political ideology hinder you to go to local, national and international conferences?*

**Interviewee:** Socio economic, cultural and political factors of the society in fact affect the women English teachers in constructing professional identities. Yes, I think these things hinder us to go to provincial, national and international levels conferences. The concept of our society towards women still has not been properly changed due to various reasons. People believe that women English need not to go the conferences. There are still negative and traditional attitudes towards women English teachers even in the 21<sup>st</sup> century. There are great changes in the field of politics, public commission services, and Teacher commission services due to the inclusive constitution of 2015. We can see gender discrimination which has been prevailing even in our societies which are the main hindrances to promote the professional identities for women English teachers. The parents spend a lot of money to provide quality education only to their sons not for daughters. Men can easily get a job in the school but women can't get even if they are more qualified and competent in the subject matter because of political interferences and gender discrimination.

***Interviewer:** Do you think that bearing and rearing children and being busy in household activities hinder women English teachers to involve actively in professional*

*activities like participating in conferences, workshop and seminar at home and abroad, writing articles etc.? How?*

**Interviewee:** Yes, I think doing all these things hinder women English teachers to engage in professional activities. Women English teachers have to do all the household activities so they don't have time to participate in the workshops, conferences, seminars and webinars. Only getting married do not hamper them to take part in the conferences and seminars but after having kids definitely disturb them.

**Interviewer:** *Thank you madam for the information and giving me your valuable time.*

**Interviewee:** welcome.



### Participant '6'....(T6)

*Interviewer: How long have you been in teaching profession?*

**Interviewee:** I have spent for two years in teaching.

*Interviewer: Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** I have chosen this profession in spite of other opportunities because it is the way to show direction to the society, people and self. It is my personal choice which might be beneficial to enhance our backward society.

*Interviewer: In your view, what types of professional resources (books, journal, paper etc.) are necessary and should be necessary to develop your professional identities?*

**Interviewee:** Generally books, journals and papers are the resources of TPD. Except these, Conferences, seminars, staff meeting, online based teachers groups, ELT research articles and our students are the some other resources that are necessary for teacher in his or her professional development.

*Interviewer: As we all know that, teachers' professional development is not an outcome of a single attempt and an activity. We need to keep ourselves updated and upgraded. We we need to increase our knowledge. for this, different teachers have their own strategies e.g. Reading books, participating on trainings, having research and so on and how do you develop your professional identities in your teaching profession? What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** I studied and practiced many books regarding ELT books and articles. Then I utilized them even through teaching practice. I have been involving in teachers networks and conferences and other modes of teacher trainings so that I can better understand circumstances and handle. I have imitated so many lessons from conferences, seminars and workshops. I have involved and have given a particular shape to my identity in this teaching field. However, my maxim, belief system and my own confident is the key to my TPD.

*Interviewer: Have you ever presented paper in the ELT conferences? If so describe.*

**Interviewee:** No. I have not done any presentation in any conferences of ELT. Nevertheless, it is one of the greatest platforms of TPD and other skill development associated with my overall competency. Though I have not performed any paper I have learnt a lot from others. There is no just because I haven't presented any paper. It doesn't mean that I have learnt nothing. On my initial days I was unaware of how it goes and what should we do with but later I realized its test and vitality.

**Interviewer:** *You said you have learnt a lot from ELT conferences. Could you tell me how? What are some of the best advantages that you took for your teacher identity construction from professional associations in which you are involved? E.g. from trainings and conferences you attended?*

**Interviewee:** I personally argue that the role of ELT organization; conferences and programs which are really infinite for me. For me, these are the places where I can both offer and collect the skills and knowledge. The best advantage that I have been taking from it is the strategy. I have learnt strategies of classroom management and home based professional development. They also offer us innovative and restructured information, new skills, way of facing problems, sharing problems, solutions, experiences and materials etc. I love the panel discussion a lot. I have taught me about how scholarly discussion goes on and issues are presented. Through it I have learned to speak better. There are national and international scholars with variety of experiences and dialects which provide us a unique experience of the variety of English and global issues on ELT plus TPD.

**Interviewer:** *Have you conducted researches like action research and get published it in the local, national and international journal for your professional identities?*

**Interviewee:** I have not done any research formally for publishing purpose but this year I am doing a small research on the impact of online based teaching upon basic level students. If I could make it good, I will process for publish. Any way I have a plan to spend my a little time on research now. Whenever I attend on ELT conferences, our friends' present their paper on very interested and useful topic and I too feel like had I made the preparation too. So that, I wish, now I will not miss opportunities like that.

**Interviewer:** *Do you follow reflective practices model in the class to develop your Professional identities?*

**Interviewee:** Yes. Obviously I follow that. I follow reflective practice with my past experiences and use the cycle of David Kolb in my teaching .It supports me to use new way, review the process and allow linking our experiences with expectations. With a long and continuous of reflective model, a new and good strategy gets developed which is the part of teachers' competency.

**Interviewer:** *Do you think that ICT embedded skills and pedagogical content knowledge are required to familiar to develop professional identities of woman English teachers? How is the role of ICT in your teaching carrier and professional development?*

**Interviewee:** Today's world is totally globalized due to the internet and ICT. So this type of technology is helpful for me; but these things are not enough for the teacher. We should generate our self through teachers' maxim and self-productive practice. This present day world has made the situation like if we don't have knowledge of ICT then we have nothing because everything is there in internet and we can access it from our home and expand our area of knowledge. It is pivotal for effective classroom teaching and our professional development.

**Interviewer:** *What is your reflection as a woman English teacher? Opportunities and challenges?*

**Interviewee:** In my argument, we women have more challenges than opportunities. We have to manage everything on the limited time. Male leave or reduce their other duties for reading but we have to reduce our reading time because of other duties. In my experience what I have realized is, men regard household as a minor task or no task but this task consumes our all the time.. I obviously have educated family and have not faced any direct oppression but for example my husband has never watched dishes and children's dresses. I also cannot tell him to do so. We both are back from duty and at home he rests on the sofa with tired face or sits near TV and I proceed for dinner. It doesn't mean he did not do the things. Sometime husband goes early saying he have some works to do and it's ok for mebut when the same case occurs to me then there is a problem in the family because who to cook ?Who to clean kitchen? Etc.

**Interviewer:** *What factors affect in constructing your professional identities? Do you think that gender discrimination, Social culture, political ideology hinders you to go to local, national and international conferences?*

**Interviewee:** You have asked a very relevant question. Yes, I think and also have noticed such things. Really social culture and ideology have created the scene of gender discrimination of far. For example we cannot leave house for some days in the name of conferences and seminars out of city. Even here inside, we have time barrier. Society and even family changes their look when we women start coming back late at home.

**Interviewer:** *Do you think that bearing and rearing children and being busy in household hinders women teachers to involve actively in professional activities like participating in conferences, workshop at home and abroad, writing articles etc.? How?*

**Interviewee:** it's the common issue of we all mother teachers .caring children takes our most of the time. Moreover, we have more trouble until kids are grown up. My little daughter didn't take me my online classes during lockdown time. In such a situation how can I manage time for my teacher professional development? She doesn't stay with others except me and so that even for household, I have to wait for her sleep. Children are like breakers. They have made my reading and developing slow down.

**Interviewer:** *Thank you so much madam for your valuable time and information.*

**Interviewee:** You are welcome.

**Teacher-‘7’(T7)**

**Interviewer:** *Namaste madam, how are you?*

**Interviewee:** *Namaste, I am fine. What about you?*

**Interviewer:** *I am also fine madam. Today I need your help. First of all, let me explain my purpose of visiting you here in your school I want to ask you some questions associated with your professional development and promoting professional identity for collecting data for my research of M.Ed in English Education. I have been carrying my research on ' how secondary level women English teachers promote their professional identities through professional organizations and the affect that influence in their TPD. That's why I expect some information from you and I also assure you that the data you provide me will not be exposed and I will maintain privacy and confidentiality as well. I will not use this data for other purpose except my research of M.Ed in English and no part of this will be edited without your permission.*

**Interviewee:** *It's ok. How much time will you take for it? I can just give you my 40 minutes here. If you needed more, you can again visit our school or wait till my leisure period.*

**Interviewer:** *Ok, thank you madam for your permission first. For me this time will be enough. I have drafted some guideline questions. Would I like to start asking questions? Could you please give me your short introduction? But this part will not be included in my thesis.*

**Interviewee:** *My name is .....Originally I am from Pachthar. I completed my masters' degree in English education and political science from TU. I have been teaching as a permanent secondary level English teacher in this secondary School. I am a married woman with three years old daughter. I have been living in Shoyambh, Kathmandu. After completing my study, I taught in Bright horizon Boarding school, Kathmandu for two years. Then I attempted in Teacher Service Commission (TSC) from Kathmandu and I was successful to get through TSC.*

**Interviewer:** *Then how long have you been teaching?*

**Interviewee:** I have been teaching in teaching profession since I think 2014 AD. In this school I have been working since 2075BS

*Interviewer: Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** In my life, what I have experienced is, despite our deep motivation, some dreams do not come true, whereas some unseen dreams also come true. This teaching profession is my unseen dream that came to be true. I have a great interest to be an English teacher in my psychology which has been fulfilled. After completing my SLC, I tried accounting because of family pressure but I didn't like it. Then, after a month I decided to switch myself onto English. I chose English because my brothers also chose to study the same subject. It was not my dream to be an English teacher at that time. Later on the seed of motivation of being a teacher begot while studying B.Ed second year. When I studied ELT subject, I dreamed to use it in my life as an English teacher. Now I love this profession very much.

*Interviewer: How do you want to establish yourself as a professional English teacher in school and society? What is your dream?*

**Interviewee:** I believe teaching profession is deeply rooted in my blood now. I want to introduce myself as a core and motivated English teacher. I want to leave productive impact of my teaching over students and society. I want to put my immense effort to settle myself as a qualitative teacher which is also teacher identity.

*Interviewer: What are the ingredients/components/constructs of professional identities in the society?*

**Interviewee:** So far as I think, interpersonal behavior, etiquette, knowledge, cultured, intelligibility, helping natured, leading capacity, academic qualification etc. are the major constructs of the professional identity of a teacher which I have. Besides, contextual, continuity and motivation are also the main constructs for promoting professional identities for women English teachers. Until and unless there is suitable soil, a well seed cannot be developed itself into a plant. Here I mean to say is a platform of promoting professional identity.

*Interviewer: How do you develop your professional identities in your teaching profession?*

**Interviewee:** I definitely go through varieties of resources from where I can get the new ideas and apply in the classroom to my students. A teacher's professional development is displayed based on both teacher's capacity and his students' level of achievement. It is deeply rooted on what and how a teacher makes his students learn. Here, I take the help from local, provincial and national levels seminar, conferences, workshops and online sources. Mainly I learn by doing and I do by learning. I believe the principles and philosophies of Task-based Language Teaching (TBLT). In order to develop professional identity, yes we need latest ELT books, ELT research articles. We need so many resources like journal, research articles, and newspaper webinar books. They make our identity better. To update my knowledge and skills, I go through all the sources available online and offline. .

*Interviewer: Have you ever presented paper in the ELT conferences? If so describe.*

**Interviewee:** Yes I presented a paper on how we can inspire students in developing reading books as much as possible. It was my first paper presentation in the professional organization. I did it even during my college time. I have been regularly taking part in conferences, seminars and workshop organized by ELT associations and other government institutions. During lockdown I took several online based teachers training. I actively participated more than five trainings and I got certificates. Recently I have been conducting a research entitled "The wave and relevance of web tools in Nepalese ELT context." In this study, I am looking forward to getting advantages, challenges and their possible solutions. Now I have a plan to compose a research based article and present every year in such teachers programs and organizations.

*Interviewer: Have you conducted researches like action research and get published it in the local, national and international journal for your professional identities?*

**Interviewee:** I am busy at school and home so sometimes I can't manage time for it and sometime I don't get notification about such programs. I have not done it; but I have been reading such research papers and developing myself as a good reader through different website, such as [www.jstor](http://www.jstor), [www. Nepjol](http://www.Nepjol), etc. To be honest, right? I have not actually published any research based as well as knowledge based article in the national and international journals. However, some manuscripts are on pipeline to

be published in the local journals. I will give you a copy if my manuscript got published.

***Interviewer:** How do professional organizations and networks help you to uplift your professional identity? How do you apply learnt knowledge and skills from seminar, conferences, workshops etc. in your real teaching life? How do you develop professional identity through professional networks?*

**Interviewee:** There are a lot of things we can get from professional networks. Professional networks provide opportunities and ideas for our personal and professional developments and identities. We can learn so many things from others in our related field through the conferences, seminars and workshop organized by professional organization. We can compare and compose our philosophy of teaching and learning with others. We can have self-evaluation and self-reflection through the professional organizations which also teach us to be better use of our limited time. They provide us a modern approaches, ICT embedded ELT pedagogy and updated discoveries in the field of ELT in teaching and learning sector. The platform of professional organization is the places where we learn from others and vice versa. Professional organizations have helped me for better understanding the problems and solutions. In my teaching career, I have learnt more than I have offered.

***Interviewer:** Do you follow reflective practices model in the class to develop your professional identities in the class?*

**Interviewee:** Yes I do. There is great role of professional organizations for professional development and professional identities. Reflective practices make us experienced and intelligent professional teacher. Basically I teach my students using my own locally available low and no cost teaching materials. I assess them whether they have better understood or not through using the locally made and available low and no cost teaching materials. If they better understood, I continue them and I amend and modify the methodology of delivering the content. Same happens in my reading as well. I apply new tricks and then judge them and copy or revisit them accordingly with the use of ICT embedded pedagogy.

***Interviewer:** What type of professional resources (books, journal, paper etc.) do you use to develop your professional identities?*



**Interviewee:** I read goggle scholars' articles, ELT books, journals, YouTube, other teachers' experiences, established theories and methods child psychology books and so on. I also adopt the ideas as like think, peer and share and discuss through the help of professional networks. In present time, face book group has become a popular and effective tool of my professional developments .within our teacher circle or intellectual group, we can have such things.

**Interviewer:** *What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** There is no any hard and fast strategy that I follow for my developing professional identities. Neither have I had my unique ones. Mainly, reading books and e-articles from Google scholar, Science Hub, Newspapers, discussing in peer groups, taking help from experienced professionals etc. are the general strategies to promote professional identities. However, the best way that I adopt is critical thinking and reflective practices as professional strategies for professional identities. It is very fruitful for the development of critical and creative thinking through the professional organizations which help to promote professional identities.

**Interviewer:** *Do you think that ICT embedded skills and pedagogical content knowledge are required to familiar to develop professional identities of woman English teachers?*

**Interviewee:** ICT in education has very great impact. We have fully digitalized network which has made the learners and teachers resourceful. It has provided quality learning materials and also has developed learner autonomy. It makes learning creative, meaningful and durable. It has provided an opportunity to read e-books and digital texts and articles in school through the help of ICT embedded ELT materials. Teachers are also equally benefitted from the digitalized ELT materials. We don't have enough skills of ICT so we have been struggling hard in accessing updated ELT materials and latest and innovative ideas for professional identities. Several national and international universities and ELT organizations are providing online mode of trainings ant providing us the access to take part the workshop, webinar, conferences etc. Unless we have ICT knowledge, we have to struggle a lot. Moreover you talked about roles of ICT for women English teachers to promote professional identities, ICT has become the blessing for us. Women English teachers have double duty at school

and home. Professional women English teachers have very busy life. In this situation, they consult online sources and boost their knowledge and skills to promote professional identities..

***Interviewer:** What is your reflection as a woman English teacher? Opportunities and challenges?*

**Interviewee:** There are both challenges and opportunities for women English teachers in schools. However I see there are more challenges than opportunities for women English teachers. I don't see there are opportunities for women English teachers in school. We have to resist and insist for getting opportunities as men counterparts within and outside school. Women English teachers are being discriminated even for training opportunities by school administration. We have to fight for opportunities every time with school administration. . In training, only male teachers are seemed to be selected for training organized by local, provincial and federal government. Instead of taking training as golden opportunities for of professional development and identities, some so-called administrators' use it as a means to get transportation allowance (TA) and day allowance DA for men English teachers but for us. Men dominated school administration has made such training as a means of earning and having entertainment. The men English teachers who have good ICT knowledge have been selected for ICT training time and again by school administration.

***Interviewer:** What factors do you think affect in constructing your professional identities? Do you think that gender discrimination, Social culture, political ideology hinders you to go to local, national and international conferences?*

**Interviewee:** Our personal goal and commitment, school administration, school management committee (SMC), Society, social ideology, family environment, social culture, our patriarchal society are the prime factors to create obstacles for women English teachers in promoting their professional identities. While talking about time, women English teachers with marital status and having children also hinder for promoting professional identities since women English teachers are free as men English teachers to read ELT materials and to go to training at local and national level conferences, workshop and seminars. A professional women English teachers have to be engaged as busy mothers until her children are up to five or six years old. We have to be suffered with the lack of time at home. I have three years old daughter and

allocate my most of time for her, my husband and family. However, until and unless there is changing attitudes towards women English teachers, we cannot promote professional identities. We don't get family support and right rehearsal in our professional career. We cannot improve ourselves without support and help from our family members, school administration, local, provincial and federal governments.

***Interviewer:** Do you think that being busy in household works disturbs women English teachers to promote their professional development?*

**Interviewee:** Yes sir. As I have said before, people and even family members think household as a minor task but it kills our most of time. As mothers, we must take care of the children, husbands, in-laws and undertake some unseen household tasks. We are disturbed not only in taking part in TPD programs but even in my online classes. After doing household we too feel like tired and unwell to read professional ELT materials so I always say to my girls students that they should take parts on several programs and learn the things as much as possible while they are single, I mean bachelor because after marriage life makes women teachers very busy. During my college time, I was completely free and did what I wanted. I have attended almost all the conferences organized by NELTA and other ELT programmers held in Kathmandu valley. But now I can only remember that lovely moment.

***Interviewer:** Madam, as you said you were free in your college life and you don't experience that kind of atmosphere now in your married life. Does it mean there is discrimination from your family side? How is bearing and rearing children affecting you in involving actively in professional activities like participating in conferences and workshop at home and abroad in writing articles etc.?*

**Interviewee:** One thing that I want to tell you that discrimination and domination do exist in uneducated families in rural areas. It is also possible that if the husband is educated or job holder and wife is not in such a case situation there is discrimination to women English teachers, but we cannot see such a scene in the well-educated family as like mine . My husband and mother in-law are very cooperative and good hearted. Now see, my husband is a businessman and mother in-law is aged person. So here I mean to say is we are overloaded than discriminated.

***Interviewer:** Do you think that women English teachers cannot do well in the field of teaching as men English teachers due to less powerful in the society?*

**Interviewee:** When male and females are the two sides of the same coin, there is no difference in between them. No matter whether male or female, a mentally and physically motivated and dedicated persons can create a better professional opportunities for professional identity in their teaching profession.

**Interviewer:** Thank you so much madam for your information and help.

**Interviewee:** Most welcome.

### Teacher-‘8’ (T8)

**Interviewer:** *Namaste madam.*

**Interviewee:** Sir Namaste. Please have a sit.

**Interviewer:** *Thank you madam,*

**Interviewee:** Ok, let’s start our talk with the coffee.

**Interviewer:** *I am ..... a thesis student. I phoned you yesterday for a small help. I expect you to give me data for my study*

**Interviewee:** Fine, you can ask.

**Interviewer:** *Sure madam, so I would like you to give your short introduction first. It is just for a teacher’s profile. This part will not be included in thesis.*

**Interviewee:** My name is ..... Originally I am from Gorkha . Here I have been living at Tarkeshwor municipality, Kathmandu. Here, I am a secondary level English teacher since 2076, Mongsir 08. Here I have been lining in rent. I have completed my masters in English education. I am a professional English teacher as well as a mother at home.

**Interviewer:** *Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** Teaching is my hobby. So I chose teaching. English is the international language which is one of the reasons for choosing it. Besides, English teachers are highly respected in the society because it is taken as a tough subject.

**Interviewer:** *How do you want to establish yourself as a professional English teacher in school and society?*

**Interviewee:** In the society, I want to show myself as an experienced and helpful person. I want to establish as a professional English teacher by writing articles regarding the main obstacles and problems in the classroom that English teachers should face. Moreover, I have been participating in the local and national conferences of ELT like NELTA to establish as a professional English teacher. I observe the classes of senior experienced teachers to find out the new strategies of teaching pedagogy in English. I always discuss with the seniors in the staff subject meeting if I

have any problem in the class. I have been conducting action research to fulfill the provision that every permanent teacher should conduct as per the rule of educational office of municipality.

***Interviewer:** What are the ingredients/components/constructs of professional identities in the society?*

**Interviewee:** Social work, cooperative nature, norms, relations, dedication of teacher and success of students are some of the components of a teacher professional identity in the society. In order to develop professional identity for English teacher, he or she should be very social, helpful and disciplined in the society. The most important components to develop professional identity are that English teachers should be dedicated in teaching profession, competent in content and pedagogy of subject matter. Moreover, there should be good results of student in the concerned subject in district and national level which are the indicators of professional identity for English teachers.

***Interviewer:** What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** Keeping oneself updated is the key mantra or principle for professional identity. We need to sharpen our skills and knowledge according to the context in the school. Developing critical reading skills, publishing articles, journal writing every day, conducting action research, sharing the report of action research through local, provincial and national peer reviewed journal, attending seminars and workshops, presenting papers in the ELT conferences are some of the strategies for professional identity which I have been following since I got entry in the teaching profession. Particularly I attend the different ELT seminars; workshops and sometimes I conduct the action research, read published knowledge based and research articles, and books which are the both sources and strategies for my professional development.

***Interviewer:** I would like to add the context of ICT in our professionalism too. How do you see the role of Technology in your TPD? How much importance do you think is the role of ICT?*

**Interviewee:** ICT has become an integral part of teaching and learning. ICT skills are a must for professional development and professional identity for women English

teachers. Due to limited time, energy, and money we could not have time to visit every place physically but if we have ICT skills and laptop with internet, we can explore the resources through the internet. Moreover, we can virtually attend different national and international webinars, seminars, workshops, and mega conferences which enrich our knowledge. Furthermore teaching can be effective if ICT is used as an integral part of ELT to develop the professional identity for women English teachers. I often explore resources for my preparation.

**Interviewer:** *Have you ever presented papers in the ELT conferences? If so, describe.*

**Interviewee:** Yes, I presented my paper in NELTA conference twice. It was a great platform for professional development where I got chance to share my experiences and knowledge by presenting paper. I collected feedbacks from other ELT participants. It was a golden opportunity that I got through NELTA platform to listen to others ideas and thoughts.

**Interviewer:** *Have you conducted researches like action research and get published it in the local, national and international journal for your professional identities?*

**Interviewee:** Yes, I conducted action researches; but have not published them yet. Maybe I will do it in coming future.

**Interviewer:** *Ok madam, you..... said you took part in conference and also presented papers. Then, could you please tell me how do professional organizations and networks helped you to up left your professionalism? For example, you said, you have been participating in conferences. From seminar, conferences, workshops etc. how do you apply the skills learnt from there into your real life? How do you develop yourself through professional networks?*

**Interviewee:** As I have said, I presented my ideas and also listened others. In the first year, I just took part in conference and was very impressive as well as motivating to participate similar types of presentations in coming days. In our college days, I was deprived due to the shortage of money; but my friends used to participate conferences. I hardly had to manage to take part in the ELT conferences in the local and national levels due to being permanent member of NELTA. I participated several training hosted by NELTA. I would face several problems if I did not participate in NELTA. Later on, I continued in taking parts and listening others ideas and teaching strategies

through the platform of NELTA as a result I learnt the strategies of TPD which I have still been applying in teaching pedagogy for e.g. joining teachers' network, carrying out researching, solving classroom issues, managing teaching learning and TPD materials ,dealing with circumstances and so on .

***Interviewer:** Do you follow reflective practices model in the class to develop your professional identities in the class?*

**Interviewee:**Of course I often follow it. I learn from others and from myself as well. I improve and adopt new ideas, techniques reflecting my previous practices.

***Interviewer:** What type of professional resources (books, journal, paper etc.) to develop your professional identities?*

**Interviewee:**For professional development all types of resources are equally important. They all enrich our knowledge and skills. Some of the resources are easily available whereas some may not be within our reach easily. I download books from www.libgin electronic library. Likewise I consulted ELT journals, articles, research papers from www. Joster org, Nepjol, google scholar, science hub, seminars, webinars, and workshops are some of the key resources that I have been following.

***Interviewer:** What is your reflection as a woman English teacher? Opportunities and challenges?*

**Interviewee:**As an English woman teacher I see opportunity in challenge. There are a lot of opportunities for building career of women English teachers,but we have to face several challenges. We get chances to attend several seminars, conferences and workshops through which we can develop our professional identities. We get chance to meet different intellectual persons, ELT experts to share our ideas. We can keep ourselves updated and equipped through the professional organizations. We can dance and flow along with the changing situations and context. Moreover, we can have our own place in the society.

But these opportunities take a lot of sacrifice and struggle. It's not easy to grasp those opportunities. We have to face challenges in each and every step. Being woman is itself a challenge. And ideology of people is another serious challenge. People regard women English teachers weaker and inferior to men English teachers so we need to prove ourselves by developing professional identity. We are capable and able to do



the assigned ELT task. Family burden is another challenge. We need to take care of family as well along with our profession. Managing time is another serious challenge.

Sometimes, we cannot attend the seminars and other ELT programs which are happening in other places because we are not allowed to attend them easily from our family and patriarchal culture and sometimes we are not even given such opportunities from the school and family as well.

**Interviewer:** *What factors affect in constructing your professional identities? Do you think that gender discrimination, Social culture, political ideology hinders you to go to local, national and international conferences?*

**Interviewee:** There are several factors that affect in constructing professional identity. Gender discrimination, ideology of people, culture, politics, family support, workload, and time management is the key factors. Yes, gender discrimination, social cultures, politics, and ideology of man-dominated society has hindered me to attend several national and international conferences.

**Interviewer:** *Do you think that bearing and rearing children hinders women teachers to involve actively in professional activities like participating in conferences, workshop at home and abroad, writing articles etc.?*

**Interviewee:** Yes, rearing and caring children and household works are also the key factors that hamper woman teachers to attend conferences, workshops, writing articles and so on. Being a mother is itself a great challenge. We need to look after the children and whole family. We are expected to rear and care children from the society. Besides that, when the children are younger and when there is no one other to look after the children, in such a situation participating workshops seminars and other is very difficult for me. In such a situation we have to let those ELT programs go away from us because of kids. Similarly, household work also hinders us from attending the conferences and engaging in writing as well. We have very limited time; but a lot to do in that limited time. So, household work is also a barrier.

**Interviewer:** *Do you think that women teachers cannot do well in the field of teaching as men English teachers due to less powerful in the society?*

**Interviewee:** I don't think so. I want to make such a demarcation between men and women English teachers. I think opportunity and exposure determines ones competency. Instead of saying whether women teachers can do or not well, I prefer to say that women English teachers also can do well if they are dedicated towards their profession.

### Teacher-‘9’ (T9)

**Interviewer:** *Namaste madam, how are you?*

**Interviewee:** *Namaste, I am fine. What about you?*

**Interviewer:** *I am also fine madam. I am sorry for taking yours valuable time. Yesterday, I have explained my purpose of visiting you. So, I expect some information from you and I also assure you that I will not reveal your identity and your data and we will have privacy and confidentiality as well. I will maintain confidentiality of your data that you provided me.*

**Interviewee:** *It’s ok but it would have been better if you had taken an online interview because you would have saved your time. Anyway, let’s come to the point.*

**Interviewer:** *Ok, thank you madam for your approval. Could you please give me your short introduction?*

**Interviewee:** *My name is .....Originally I am from ..... I have completed my masters’ degree in English education. I am a permanent secondary level English teacher in Youba Sahavagita Secondary School.*

**Interviewer:** *How long have you been teaching?*

**Interviewee:** *I have been teaching in profession for more than 12 years .in this school I have been working since 2075.*

**Interviewer:** *Why did you choose teaching profession? Is it your choice or compulsion to be an English teacher?*

**Interviewee:** *I passed my SLC education in 2066 B.S. When I was at the age of 16, I consulted with seniors about choosing the discipline in intermediate level. Most of the seniors suggested me to choose education faculty. I didn’t have any other option during that time due to poor and uneducated background at that time when I passed SLC. I was also assured by the seniors, such as my siblings, parents, and teachers, nearest and dearest relatives that teaching job can be available more easily than other profession. I did so and I came to choose teaching profession as my career after completion of B.Ed. In the same way, it is my compulsion to be an English teacher due to the demand of English teachers in this locality as the status and seniors’ suggestion.*

***Interviewer:*** *How do you want to establish yourself as a professional English teacher in your school and society? What are your dreams?*

**Interviewee:** I started teaching in 2068 B.S. I went through several hardships in the respective field. As a female, I have heavy responsibilities at home and same at work place school. In the survival phase, I realized that teaching profession is challenging jobs without having multiples professional skills and well-command in subject matter and over the communicative competency in English; it is very difficult as a professional English teacher. Slowly and gradually, I started to address the interests of the learners, try to motivate them and motivate myself in developing required skills in the field where I involved. I used to observe the English classes of experienced teachers as mentoring frequently. I used to write in my personal diaries if there are some issues in the class. Then I consulted with seniors and school administration to solve the problem. This is how I established as professional teacher identity. It is very essential to understand students' psychology, real existing English proficiency level to be a good professional teacher. It is obligatory to develop good command over written and spoken of English. I have been attending seminars and workshops, and a good rapport with stakeholders which are my strategies to develop professional identities as a woman English teacher.

***Interviewer:*** *How do you develop your professional identities in your teaching profession?*

**Interviewee:** I develop my knowledge and skills through self-study, participating seminars, workshop of ELT in local level, district level, provincial/state level, and national level. I consulted any document regarding ELT very seriously and maintained diaries and apply in ELT. I maintain the journal writing to solve any problem.

***Interviewer:*** *Have you ever presented ELT paper in the ELT conferences? If so describe.*

**Interviewee:** No, I haven't presented any paper in the ELT conferences yet. However, I took part in the conference of NELTA every year. I have sent the paper but my paper was not selected to present in the conference.

***Interviewer:*** *Have you conducted researches like action research and get published it in the local, national and international journals for your professional identities?*

**Interviewee:** I have conducted action research in secondary level to fulfill the internal assessment system, but it wasn't published in any journals. I have not tried to publish the report of the action research in the recognized journal. If there are marks of articles, books, presentation, taking part in the conferences and workshop while promoting and getting opportunities, I write and try to publish the articles, books, present papers in the conference. There is no any provision of getting marks through publishing articles, books and presenting papers for the professional identities.

*Interviewer: How do professional organizations and networks help you to uplift your professionalism? For example, you said, you have been participating in conferences and other trainings. How do you apply the skills learnt from seminars, conferences, and workshops into your real teaching in the class? How do you develop yourself through professional networks?*

**Interviewee:** Except presentations in conferences and other programs, there are so many things to learn. There are many presentations of experienced teachers and ELT practitioners from home and abroad. I learnt from them. For example, sometime I ask my quires, sometimes other teachers raise the same problems as like mine and I too get solutions. In NELTA conferences and workshops, every year there are some keynote speakers from English speaking countries viz. USA, Great Britain, Australia, and India. From them we could learn to reflective practices, how to teach, how to make teaching materials from local resources, how to use materials from internet, how to collect materials from various site of internet. We learn to how to promote professional identities from such conference. Moreover, I am very much benefitted from NELTA conferences regarding the ICT embedded ELT classes. There is special keynote address on the ICT embedded ELT. We can experience and imitate their original flavor of communication. I took part in ELT conference in Department of English Education under the Central Department of Education, TU Kirtipur.

*Interviewer: Do you follow reflective practices model in the class to develop your professional identities in the class?*

**Interviewee:** Yes, somehow I go through reflective practice model in the class to develop professional identities in the class. I follow latest model of reflective practices to develop teaching skills in the class. I drop out the traditional teacher-centered techniques. Particularly I follow ICT embedded reflective practice model in the class since the school provided the computer and internet in the classroom besides

in the computer lab. Every English teacher is trained to use ICT in the language class. ICT assists me to improve my ELT in the class and make my class more interactive and more ICT friendly ELT class. ICT embedded ELT has become the parts of professional identity.

***Interviewer:** What type of professional resources (books, journal, paper etc.) that you use to develop your professional identities?*

**Interviewee:** I use ELT resources, such ELT professional books, E- journals of NELTA, BELTA, SELTA, I etc. to develop my professional identity. I download desired articles through www.joster org, and www.nepjol. Likewise I download required ELT books through www.libgin electronic library. These all resources provide me to collect required resources to write articles and to solve problems in the class. Mainly I use books, e-books, educational technology, self reflection resources, social media etc. to collect knowledge to promote my professional identity.

***Interviewer:** What types of professional strategies do you follow to develop your professional identities?*

**Interviewee:** I follow reading books, using ICT, watching ELT webinar, and consulting other online resources, discussioning with my husband and colleagues, taking part in conferences and so on. I read and follow ELT choutari to widen my ELT knowledge. I am interested to be uptodate with the ELT issues through the online sources as well as offline sources.

***Interviewer:** Do you think that ICT embedded skills and pedagogical content knowledgare required to familiar to develop professional identities of woman English teachers?*

**Interviewee:** Yes, I think that ICT embedded ELT skills and pedagogical content knowledge with ICT are required to construct professional identity for both male and female English teachers. Particularly, women English teachers are still unfriendly with ICT embedded pedagogy and content knowledge. There should be marriage between ICT embedded ELT and pedagogical content knowledge for promoting teacher professional development. ICT, at present days functions as an integral part of our daily life. To become a professional teacher, we must have rigorous and continuous practice to implement current ELT embedded pedagogy in English class. In the same way, we can modify our pedagogy using ICT as per the demand of the

time. Likewise, pedagogical skills and content knowledge can also be developed through ICT embedded ELT.

***Interviewer:** What is your reflection as a woman English teacher regarding the opportunities and challenges for women English teachers in Nepal?*

**Interviewee:** despite opportunities, there are some challenges too and one thing is that to be a professional requires lots of professional commitment and hardworking to be successful. The women teachers have some more challenges than their male counterparts due to the patriarchal society. The social structure and double accountability such as housework, rearing and caring of the children, teaching are the obstacles to promote their professional identities. We cannot enjoy the freedom as male teachers in the society. Moreover, there are a lot of doubts, and barriers to attend ELT seminar, conferences, and workshops in the local, provincial, national and international level for women English teachers due to the cultural and social practices. Moreover, the women English teacher experience of biasness towards them to get different opportunities for being women English teachers. There is still gender biasness between women and men English teachers in the home, society, and school. Most of women English teachers were deprived of sending them to take part in the conferences in the national and international level with full-fledged scholarship from the concerned local, provincial and national level. There are still negative attitudes towards women though we are competent in our teaching profession. Most of people in the society have negative reading to the women English teachers. There should be changes of social practice toward women English teachers.

***Interviewer:** What factors do women English teachers affect in constructing their professional identities? Do you think that gender discrimination, social culture, and political ideology hinder you to go to local, national and international conferences*

**Interviewee:** There are several factors that affect in constructing professional identity, such as, political ideology, social status, professional performance, social culture, somehow gender discrimination too. We women teachers do not have enough free time to collect ELT material from the library and e-sources due to the double responsibilities, being weak gender in the society. Even the political parties have allocated 33 percent for women but in practice, women are given less opportunities in the national level. Same practices are reflected in the teaching as well. In the same

way, content knowledge, performance, interactional skills, application of proper teaching strategies, etc are also responsible factors that affect professional identity.

***Interviewer:** Do you think that being busy in house hold works disturbs women English teacher to promote their professional development?*

**Interviewee:** Teachers are not made by born; they have to do rigorous continuous practice. Additionally, they need to attend professional activities such as workshops, seminars, conferences etc. I think bearing and rearing children and being busy in household may hinder to involve actively participation in such activities in the sense that these responsibilities are understood as females' responsibilities and our social values are constructed from our long-age tradition.

***Interviewer:** Do you think that women teachers cannot do well in the field of teaching as men due to less powerful in the society?*

**Interviewee:**No, I see all the people from same eyes. A person who wants to do something really can do something.

***Interviewer:** Thank you so much madam for your information and help.*

**Interviewee:**Most welcome.